DOCUMENT RESUME

ED 102 649 EA 006 762

AUTHOR	Lynch, Anthony M., Ed.
TITLE	APSS Yearbook 1974-75. A Compilation of Current Educational Practices.
INSTITUTION	Associated Public School Systems, New York, N.Y.
PUB DATE	[74]
NOTE	210p.
AVAILABLE FROM	Associated Public School Systems, Institute of Administrative Research, Teachers College, Columbia University, New York, New York 10027 ($5.00)
EDRS PRICE	MF-$0.76 HC-$10.78 PLUS POSTAGE
DESCRIPTORS	*Communication (Thought Transfer); *Curriculum; Curriculum Development; Educational Alternatives; *Educational Practice; Educational Programs; Elementary School Curriculum; Elementary Secondary Education; Exceptional Child Education; High School Curriculum; Instructional Programs; *Organization; Remedial Programs; School Organization; *Special Education; Staff Improvement; Teacher Improvement

ABSTRACT

This yearbook is a compilation of educational practices recently implemented by member schools of the Associated Public School Systems. The practices included are organized into sections concerning communication, curriculum, staff, organization, and special-client programs. Forty-three programs describing a wide range of educational activities are included. The sections on organization and curriculum contain the most entries. (DW)

BEST COPY AVAILABLE

APSS YEARBOOK

1974-75

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED102649

A COMPILATION OF CURRENT EDUCATIONAL PRACTICES

***

Submitted by Administrators and Teachers
of Cooperating APSS Districts

***

Editor, Anthony M. Lynch
Layout and Design, Phyllis E. Johnson

***

Associated Public School Systems
An Affiliate of the Institute of
Administrative Research
Teachers College, Columbia University
New York, New York

***

Price: $5.00 per copy

EA 006 762

BEST COPY AVAILABLE

APSS OFFICERS, 1973-74

President: Dr. Richard R. Short, Park Ridge, Illinois
President-Elect: Dr. Wilbur Lewis, Parma, Ohio
Past President: Dr. Edward C. Pino, Denver, Colorado
Treasurer: Dr. Kenneth Underwood, Charleston, W.Va.
General Secretary: Dr. Frank L. Smith, Teachers College
Executive Secretary: Mr. Lawrence McCluskey, Teachers College

REGIONAL DIRECTORS

I	Dr. Thomas Bowman, New Britain, Connecticut
II	Dr. William V. Godshall, Whippany, New Jersey
III	Dr. Kenneth Underwood, Charleston, West Virginia
IV	Dr. Kenneth Underwood, Charleston, West Virginia
V	Dr. Wilbur Lewis, Parma, Ohio
VI	Mr. Robert Cockle, Watertown, South Dakota
VII	Dr. Richard R. Short, Park Ridge, Illinois
VIII	Dr. Joe W. Harper, Houston, Texas
IX	Mr. Donald W. Harper, Englewood, Colorado
X	Dr. James C. Norris, Ferndale, Washington
XI	Mr. James R. French, Tracy, California

Institute of Administrative Research

Director, Frank L. Smith
Associate Director, Lawrence McCluskey

Research Fellows

Michael Griffin
Anthony M. Lynch
James Marran
John Shaughnessy
Victoria Taylor

FOREWARD

The ASSOCIATED PUBLIC SCHOOL SYSTEMS' YEARBOOK 1974-75 offers educators an opportunity to share in some of the more creative educational developments in the United States. The content of the YEARBOOK evidences thoughtful efforts to enhance the quality of staff, curriculum, communications, organization and special-client programs.

Since the articles can only partially represent the continuing efforts of the Associated Public School Systems' member districts to improve educational offerings, I would invite interested readers to contact either the APSS Executive Secretary or the district superintendents themselves for further information.

On behalf of the Associated Public School Systems' membership I sincerely thank the YEARBOOK contributors. Your efforts will help us better serve our communities in the years ahead.

Dr. Richard R. Short, President
Associated Public School Systems

APSS YEARBOOK 1974-75

TABLE OF CONTENTS

Section I: Communication

1. Parent-Group Guidance At Brush High School
(South Euclid-Lyndhurst, Ohio)

2. Video Recording System: Improving Communications
(Henrico County, Virginia)

3. Secondary Parent-Teacher Conferences
(Rochester, Minnesota)

Section: II Organization

1. The Westlake Participative Management System
(Westlake, Ohio)

2. Accountability Through Shared Governance
(Salt Lake City, Utah)

3. A Middle School Exploratory Program: An Organizational Plan and An Evaluation
(St. Louis County, Missouri)

4. After Goals--What Then?
(Omaha, Nebraska)

5. The Success And Pit-Falls In Integrating A Carreer Education Program In A School District
(Casper, Wyoming)

6. Wage And Salary Administration Situation-Process-Product
(Kanawha County, W.Va.)

7. Wallpac-Innovations In Management-Packages To Improve A School District
(Wall, New Jersey)

8. The Shaker Experience In Integration: An Evaluation
(Shaker Heights, Ohio)

9. Programs In Rural Cooperatives
(Boston Mountain Cooperative, Arkansas)

Section III: Cultivating Staff And Developing Curriculum

1. A Behavior Management Workshop For Elementary Teachers (Watertown, South Dakota)

2. Adjunct Faculty (Newport Beach, California)

3. Volunteers In Public Schools (Henrico County, Virginia)

4. Selection Of Instructional Materials (Cedar Falls, Iowa)

5. Individualized Inservice Training (Delaware, Ohio)

6. The Use Of The Reading Resource Teacher (Chesapeake, Virginia)

7. Curriculum Revision Based On Objectives (Lynnwood, Washington)

Section IV: Tailored Approaches To Learning

1. Developing Vocational Training For Special Education Students (Harford County, Maryland)

2. Special Services For Hearing Impaired Children (Harford County, Maryland)

3. A Junior High School Cross Age Tutoring Program (Downers Grove, Illinois)

4. A Department Called Developmental Education (Downers Grove, Illinois)

5. Resource Room/Diagnostic Team Approach For The Learning Disabled In Middle Schools (East Aurora, New York)

6. Proposal For High School Student Involvement In Middle School Resource Room Program (East Aurora, New York)

7. Reading Program For Junior High School Students (Chesapeake, Virginia)

8. Mainstreaming Junior High School/EMR Students
(Chesapeake, Virginia)

9. Project Challenge
(Cedar Falls, Iowa)

Section V: Approaches And Curriculum

1. Pre-Kindergarten Enrichment Program
(Delaware, Ohio)

2. Kindergarten Gradual Entrance Program
(Harford County, Maryland)

3. Maryland Slides For Social Studies
(Harford County, Maryland)

4. An Aviation Education Program Which Increases Student Motivation And Improves School--Community Relations
(Whippany, New Jersey)

5. An Approach To The Humanities In The Junior High
(Downers Grove, Illinois)

6. Computer Cooperative: Instructional Uses
(Downers Grove, Illinois)

7. Credit Counseling Program
(South Euclid-Lyndhurst, Ohio)

8. The Development Of Criterion-Referenced Placement Tests
(Kanawha County, W. Va.)

9. Death Education For 8th Grade
(Ferndale, Washington)

10. The Demerit System: An Alternative To Central Detention System
(Whippany, New Jersey)

11. Mini-Sessions Keep Children Bug-Eyed At Orchard Hill School
(Cedar Falls, Iowa)

12. Career Motivation Program For Middle And High School Students
(East Aurora, New York)

13. Project Big
(Park Ridge, Illinois)

14. A New Look For Social Studies In Chatham High School
(Chatham Borough, New Jersey)

Section I: Communication

1. Parent-Group Guidance At Brush High School
   (South Euclid-Lyndhurst, Ohio)

2. Video Recording System: Improving Communications
   (Henrico County, Virginia)

3. Secondary Parent-Teacher Conferences
   (Rochester, Minnesota)

PARENT-GROUP GUIDANCE AT BRUSH HIGH SCHOOL

Prepared by:
Charmion Kerr Stein
School Social Worker

"I like my kid again."

"What a relief to find others worried about the same things I am."

"I was able to help my son with his problem."

"I now feel more self confident as a parent."

"It was a communion with other parents from which I drew strength and reassurance."

"Tension in our family has diminished."

"My husband and I understand our daughter better. We are less anxious and can therefore handle things more rationally. I feel we will be able to deal with our younger child when he reaches adolescence."

"No matter what I did or didn't do, I'd always feel guilty and confused - am I doing too much, not enough, the wrong thing? The opportunity to talk about this meant a lot to me. I wish the group could go on and on."

These are quotes from parents' evaluations of the parents' discussion groups which have been happening for two years at Brush High in the South Euclid-Lyndhurst Schools (Ohio).

There is no doubt that when an adolescent is experiencing growing-up pains, the impact on the family ranges from mild anxiety and stress, to actual panic.

Goals for the group are reflected in the parents'own statements: to help parents find ways of improving family relationships to deal more effectively with their teen-agers, to gain increased understanding of their child and themselves, to figure out sources of tension and what to do about them.

Announced in the school letter, November, 1972, as open to all parents of teen-agers, registration for the group was filled quickly and a waiting list begun.

A vital feature of the program is that each group includes a principal, counselor, and a P.T.A. trainee. The principals fill four different roles in the group. They participate primarily in a resource capacity as school administrators, but also as assistants to the discussion leader, as parents themselves, and as human beings who were once teen-agers.

Their performance in filling all of these roles accounts for the enthusiastic and appreciative parent response to their presence.

"...we felt the school's desire to relate to parents, and its concern for us."

"I have a closer feeling to Brush...now there can be real communication between school and home."

"Learning about school, student life, policies, problems, and opportunities is important to me in my parenting."

"I feel our principal cares and can be called on for help...I hope I can communicate this feeling to our child."

In one situation the presence of the principal,who had administered disciplinary action to the child of a participating parent,did have an inhibiting effect on the parent. In other situations, as parents experienced the principal's concern about them and their children, and he was never defensive or counter-attacking, the effects were very positive.

"I had a fear of the principal left over from my own school days...I really enjoyed talking with him as just plain Bill."

Principals reported professional and personal value for themselves in the group experience.

Group composition worked out satisfactorily on a first come-first serve basis with no special intake policy. Screening was loosely handled. At the first meeting people are given opportunity to drop out if they feel this is not what they want. Two families decided to leave because they discovered social or business relationships with others in the group, which they felt would conflict. Two others who had joined were invited privately by the discussion leader for individual consultation instead of their joining the group; it was the leader's judgment that they would not be able to make use of group discussion. Those who remain in the group accept a commitment to the other members of the group and to themselves to attend all sessions since the group experience to be effective must have continuity. The range of differences in the group - personal, social, and ideological - enriches the experience for everyone.

The group is limited to fifteen parents though we have observed that the quality of interaction seems best with no more than ten. Fathers constitute from one-third to one-half of the participants. We meet evenings in order to accommodate fathers and working mothers. The meetings are weekly and run eight to ten consecutive weeks. Each meeting is an hour

and a half. After the meeting there is a half-hour session in which discussion leader, principal, counselor, and P.T.A. trainee discuss the content and process of what happened in the group that evening. This is helpful to all of us as often one person will have observed something missed by the others...or the leader might have gotten so involved in content she missed some important feeling or interaction between members.

An informal atmosphere is promoted through a variety of means such as selection of the room and placing the chairs in a circle. Informal dress is encouraged and most of the mothers come in slacks and fathers in sport shirts and sweaters. Some groups have wanted to have coffee and the P.T.A. and school played host. Occasionally a member bakes and we have cookies. People help themselves to refreshments as they wish, appreciating the opportunity to get up and stretch.

Parents as well as school personnel are called by first names; last names are omitted. This may seem gimmicky but it does develop the kind of atmosphere that makes it easier to talk about things as personal and sensitive as family relationships and feelings. Furthermore, it has helped to reduce barriers which otherwise arise. For example, in one group we had a father who was a physician and a father who was an unemployed laborer; with first names they were simply Rich and John who related to each other as fathers of teen-agers. Roles other than fatherhood would have distanced them unnecessarily.

At the first session each one makes a name card. A shirt cardboard folded the long way makes a tent which can stand on the floor at one's feet. On this in magic-marker one prints first name only, name of spouse in parenthesis; children's names and ages are listed underneath and any other persons in the household. One group felt it important to indicate which of the children are already out of the home. Thus, at a glance there is some picture of the family and this aids greatly in getting to know one another and understanding the significance of what a person says.

We spend a little time at our first session reviewing the ground rules, that we begin promptly at eight o'clock and end promptly at nine-thirty. (If a parent attempts to continue discussing things with one of us after the meeting we try to explain that it would be best if he could raise this point within the group and thus not deprive the others of this discussion).

The participants are not encouraged to divulge any more about their private lives than they feel comfortable doing; nevertheless, what is brought up is personal and frequently highly sensitive. A brief word on the expectation for protecting one another's privacy through not discussing anyone's business outside the group, is immediately understood and appreciated.

A collection of books and pamphlets on subjects concerning parenthood and adolescence is presented and parents sign these out as they wish at the end of each session. One parent serves as librarian.

The core of the first session is a go-around where people introduce themselves, tell a little about their family and what they hope to get out of the group sessions. It is made clear that we do not adhere to a rigid agenda but follow as closely as possible the expressed concerns of the participants, their experience with their children, and their feelings about it. This places a good deal of responsibility on the member's initiative in keeping the discussion relevant to their needs. During the go-around it is useful for the leader to identify and generalize the topics to help the other parents relate to them. The range of topics that parents bring up typically includes freedom and control, issues involved in achievement motivation, problems of communication, peer group and friendships, influencing the child's values, messiness, their children's self-esteem, how adolescents make adults feel, the "empty nest blues," changing family patterns, how our children's world is the same or different from our world.

In some groups parents wish to discuss and identify at an early point the goals we have for our children. The goals parents arrive at usually include some form of the following: we want our children to become independent, to know themselves, their strengths and weaknesses, to like themselves, and to be able to give and receive love, to be able to enjoy friends of the same and the opposite sex, to have self control, to take responsibility and be capable of making decisions and accepting the consequences, to respect the rights of others, to have some commitment and direction in life and skills to earn a living, to be able to tolerate frustration, to be able to cope with change, have good values, be able to make a contribution, and to experience joy.

Somewhere after the first go-around in an early session of the group, the leader reads a selection from the writings of Aristotle, or

Socrates, or Plato on adolescence, careful not to identify the writer. It contains such descriptive complaints as youth going to the dogs, being disrespectful, impulsive, frivolous, immoral, passionate, idealistic, fickle, risk-taking, etc. We have the group guess when this statement was written and the guesses are often "yesterday" or "five years ago." It is always a thought provoking announcement that this was written about 2500 years ago and the discussion which follows is fruitful.

Occasionally we have the group try to recall their own adolescence. This is usually a sensitizing and illuminating experience and resulting discussions are useful.

Sometimes the group seems to want a more didactic presentation such as on motivation or communication, but far more frequently no lectures are given. Background knowledge is woven into the discussion by the leader according to her assessment as to what is usable. This method reflects the underlying assumption that the lecture for the most part is an "in-one-ear-out-the-other" phenomenon and though it may be satisfying for the lecturer, usually augments the parents' feelings of inadequacy and helplessness. The combination of informality and spontaneity, with didactic information incorporated in the discussion when it is most appropriate, leads to an easy but fairly rapid coming to grips with specific problems, and parents feel helped in their capacity to cope. In addition, however, through the medium and stimulation of the group process, school and parents, in an unusual partnership, participate in bringing about constructive change. The following is an example.

A couple at one group brought up the fact that they had moved to this area from out-of-state and their fifteen year old daughter, formerly a good student and active socially, seemed to have stopped functioning. The student's counselor referred the parents to the discussion group. The girl was doing poorly in her classes, uninvolved in any activity and making no social contacts. The parents saw their normally cheerful daughter sulking and having temper outbursts at home. As they became increasingly angry with her "uncooperative" attitude and "refusal to snap out of it", things deteriorated both at home and school. Group members discussed moving and what it has been like in their experience. The leader offered background understanding on the meaning of the peer group to teen-agers without which they feel lonely, anxious, and even without identity. It was apparent that feeling angry at being deprived of this would be quite normal. There was

discussion of anger and helpful ways of handling these feelings. The parents of this girl used their new understanding most effectively. One group member who had a daughter of the same age and similar interests planned with the newcomer a way of getting the girls together. The laughter had expressed positive feelings about one teacher at school and with parents' permission we contacted the teacher who responded warmly and involved the student in his extra-curricular group. As this youngster was able to express her feelings and found her parents understood, she responded to efforts to involve her in friendships and activities, and began to plug in to school again.

This situation also lent itself to excellent discussion of family mobility and the special pressures it brings about on the nuclear family. The discussion also led to consideration of changing family patterns. We subsequently heard from another couple who had been in the group that the discussion helped them prepare more adequately for a move they had been anticipating.

A different kind of experience we had in another group will illustrate the wide range of possibility when one allows free discussion and utilizes the material expressed. Within the particular group, two points of view were represented. The extremes were those who were highly permissive, feeling that discipline is necessarily hostile and in cases of conflict between a child's wish and school requirement, wanted to change the school. Another group reacted instantly to conflict in the opposite direction, in a repressive manner, wanting immediate crackdown on the child with more controls. The group began to see that extremes in both orientations are likely to create problems; that discipline is necessary for the child, and so is some flexibility and allowance for individual expression. Many came out feeling that when there is a good relationship with the child, rules which might otherwise seem too strict, are accepted.

The discussion leader must not only value her relationship with each group member but primarily the participants' relationships to each other, as it is largely through interaction that the important effects of the group emerge. She must be aware of each individual's needs and his or her impact on the others.

The leader must convey the desire to help, drawing out discussion, showing interest, listening, giving recognition, relating one person's experience to another, creating an atmosphere in which a parent wants to

express his thoughts and feelings knowing he will be accepted; none of this can be done of course unless the leader genuinely cares about the members of the group. From this demonstration that all experiences are important and feelings acceptable, parents better accept each other and themselves. Hopefully, this effect translates into greater acceptance of their children,but this actually remains to be further researched. We do draw on this insight within the group to show how communicating acceptance is an effective way to help a person grow.

There is a combination of empathy and objectivity as participants in the group react and try to help a member see how he may be affecting a situation.

A recent example of this is a couple who were concerned that their young teen-age son was not a self-starter, would not take responsibility for doing anything unless told to. In a subsequent discussion the mother mentioned that a typical conflict for them happened yesterday - the boy wanted to go for a bike ride half an hour before dinner. Mother said he could not go because he would not return on time for dinner, and the boy did not go. Feedback from the group included such reactions as:

"I would not <u>want</u> my teen-age son to ask if he may ride his bike... I'd want him to let me know he's going and would be back at dinner time."

"What do you suppose it says to him if you don't trust him to be home on time?"

"I think it would undermine his self-confidence."

"Would it upset you if he returned after you had begun dinner and either had his dinner cold, or help himself?" This <u>would</u> upset these parents and the others accepted and respected this value whether they agreed with it for themselves or not.

The leader asked what the bike ride might have meant to the boy. Some of the responses were:

"Maybe he needed to get out of the house."

"Maybe he needed the physical release from the exercise."

"Maybe there were friends he wanted to see or an errand to accomplish."

The leader expanded on these---maybe he needed to feel independent, in control, masculine, the joy of being alive. The parents connected the possibility of their son's lack of initiative with his expectation of refusals to requests for independence. It never fails to impress us how much

wisdom comes out of the group; - it is never a "pooling of ignorance."

The leader must have knowledge of normal growth patterns (and the meaning of these to parents) and be able to contribute this understanding to the discussions.

Naturally she must understand the needs of adolescents and the needs of parents, be able to clarify sources of tension, help parents consider possible solutions and encourage group support for parents trying new approaches.

The leader should be able to recognize emotional health and build on the strengths of individual members; also to recognize serious disturbance needing referral.

The leader must have knowledge of family dynamics and the cultural and economic factors affecting the family.

The leader must know when to open up something and when not to; what to do with a person who is telling too much; how to draw out a reluctant member or when this may be pushing.

The leader should be sensitive to negative interaction, too. Rivalries or hostilities rarely, but occasionally come up, and the leader must handle or help the group handle destructive situations.

This leader brings in experiences she has had with her own adolescent children where it can be illuminating. There is some professional opinion which disapproves of this, but our observations show that openness about one's parenting problems has a wholesome and reassuring effect on the other parents, teaching that it is no disgrace to have a problem.

We believe that there are no easy recipes in child rearing, and there are numerous ways to solve a problem; what may "work" for one child may not for another; what may be "right" in one family may not be in another. This approach reduces any tendency to seize on quick and easy "how to do its" or to point accusing fingers at parents for wrong doing; it encourages careful and thoughful exploration, listening and trying to understand feelings and dynamics; yet the need to find answers is an ever guiding principle which we do not lose sight of. Group suggestions and support enable a parent to try new approaches. By and large the give and take of group discussion is in many ways and for many people more effective than either lectures or individual conferences as a way of changing attitudes and behavior.

Feelings as well as intellect are involved in this kind of learning.

Anxiety is reduced when parents realize the universality of certain phenomena and feelings. The sharing of concerns referred to in some of the literature as "ventilation and catharsis" is an emotional experience and part of this learning process. Sensing that others are caring, listening, understanding, and accepting is a rich emotional experience which enhances self-confidence and the strength to cope. Through feeding in information and ideas, clarifying the problem and available alternatives, a parent is stimulated to think, and though he or she learns from the experience of other parents, one seeks and usually finds one's own answers. The encouragement the parent continues to get from the group is another aspect of the emotional mobilization in this kind of educational experience.

The focus is not on the development of individual psychological insight, why a person feels one way or another, unless this issue comes up naturally and then is handled in a general rather than on an individual basis. We do not focus on deviance or deal with unconscious material or explore or interpret individual attitudes; we do not try to arouse anxiety about a problem but rather to strengthen attitudes to help parents in their daily living. We focus on the parents' experience as being common to other parents, and appeal to their rational capacity to understand, evaluate, choose, and plan. In other words, they are not in the group for therapy, but as part of a collective sharing and learning process and are respected as self-directing adults.

The school system is concerned with promoting the growth and development of its students. This group guidance expperience available to parents is a way of contributing to family life to further this aim. In the process parents benefit in other ways, but they are aware from the beginning of the school's major concern and the fact that when the school reaches out to parents in this way, it is an opportunity for collaboration toward objectives which both share.

VIDEO RECORDING SYSTEM: IMPROVING COMMUNICATIONS

Prepared by:
John Pool
Coordinator of Audio Visual
General Services

Introduction

In these days of technological revolution, media educators are faced with enormous decision-making in deciding on which system will best serve the teachers and students in solving communication problems. Educators have the responsibility of updating learning resources to keep pace with our changing world. Marshall McLuhan states that "Electric circuitry profoundly involves men with one another. Information pours upon us, instantaneous and continuously. As soon as information is acquired, it is rapidly replaced by still newer information. Our electrically configured world has forced us to move from the habit of data classification to the mode of pattern recognition. We can no longer build serially, block-by-block, step-by-step, because instant communication insures that all factors of the environment and of experience co-exist in a state of active interplay."

Video-Recording System

Henrico County Schools are attempting to improve communications by video-taping as many worthwhile instructional programs as possible that are desirable for use in grades K-12. A video-recording system was implemented at the beginning of this school year after several planning conferences were held with teachers, curriculum coordinators, principals, and directors of instruction. The 3/4-inch U-Matic cassette format was selected for the system because of the quality, ease of storage, and above all, the ease of playback for teachers and students. Standard 18-inch and 23-inch color TV sets with video-cassette players are placed on movable tables. This equipment can be used in any learning station for group or individual participation. If the school is equipped with a TV distribution system, it is a simple matter to provide school-wide distribution.

Instructional Programs

The success of the video-recording system can be measured only in terms of successful instructional programs used by teachers and students. A major source of programs is our local Educational Television Station (Central Virginia ETV). Permission has been obtained to copy most of the instructional programs offered by this station. These programs are excellent in quality and usually are divided into approximately 25-minute lessons which fit very nicely on the 30-minute video-cassetts. Almost every curriculum area is covered by these programs. The video-taping "off-the-air" is accomplished at two of our high schools by students using the video-cassette recorder under the direction of the TV studio directors. These TV directors are science teachers with reduced classroom teaching assignments. The TV programs are growing rapidly at these two schools and are well-received by students, teachers, and principals. The two principals involved have asked that the development of their TV systems receive top priority in budget allocation. Locally produced instructional programs can be video-taped at these two schools with the present facilities. The newer school is equipped with a complete color camera system while the other has a black and white system. Some typical video-recordings underway in these two schools are:

1. Interviews and student panel discussions with local governmental department heads.
2. Instructional programs in our own schools taped with portable equipment. (These are excellent for School Board, PTA, and Lay Advisory group meetings.)
3. Student productions: dramatic arts, film study, athletics, etc.

4. In-service education programs involving outstanding speakers and demonstrations (excellent for continuous referral during the developmental period of new curricula).

5. Teaching effectiveness through teacher self-analysis (especially good for use by beginning teachers).

Most of these programs mentioned are eventually recorded on 3/4-inch U-Matic cassette tape, evaluated by curriculum department chairmen, and upon approval are housed in the school-system-wide Instructional Materials Center. In a little less than six months, we have accumulated several hundred tapes, and there seems to be an acceleration in use with nearly unlimited potential. Lists of tapes are sent out from the Instructional Materials Center to the schools for booking by teachers. When a program becomes obsolete it is withdrawn from the library and a new program is recorded on this tape. This requires periodic evaluation by curriculum coordinators. Henrico County Schools have developed a feasible communications system with almost unlimited instructional possibilities. It is expensive. It takes time and coordination but, it has proved to a most effective communications system.

Independent School District 535
Rochester, Minnesota

Prepared by:

Robert Endersbe, Principal
John Adams Junior High School

SECONDARY PARENT-TEACHER CONFERENCES

Most secondary schools across the country are seeking new methods to open the avenues of communication between parents and the school. We at John Adams Junior High School, Rochester, Minnesota, developed a parent-teacher conference program to meet part of this need. Our first set of conferences were held this fall during which we wanted to:

1. share student progress with parents.

2. secure background information to better meet the needs of our students in their academic, social, and family relationships.

3. further encourage parent involvement and support in our efforts to meet the students' needs.

4. provide parents another opportunity to further understand the numerous programs offered in our school.

I feel at this point it is important to indicate that we have 69 staff members and 1262 students. Since I have heard many administrators and staff members say that their school is too big to hold conferences, I think that these totals may indicate, to a certain degree, that this is a fallacy.

There is no doubt that a great deal of planning and preparation by administration and teachers must take place to conduct a successful conference program, but the effort does pay dividends in public relations and communication areas. The two items which require the most time are scheduling the conferences and the recording of information to be used in the conference by the teacher for each student he has in class. Totally we found that each teacher spent about fifteen hours in preparation for the conferences.

At John Adams we have the advisor-advisee program, and even though this does make it easier to organize the conferences, it is not a necessity. I have conducted conferences such as these at the secondary level seven times and none of these made use of the advisor program. They were all well attended, and teachers and parents felt very comfortable with the program.

In our advisor-advisee program each teacher has approximately twenty students assigned to him so it was determined that each advisor would have conferences with the parents of their advisees. We felt it was important that each set of parents be contacted personally to set up a conference time that was convenient for them. A telephone call was made to each set of parents. It was stressed that times were available from 7:00 A.M. to 9:00 P.M. on the conference day.

In addition to the time it took to make the phone calls, each teacher had to write out a progress report for each student they had in class. Some exceptions were made in the music and physical education areas where some teachers had 200-250 students. This report was developed by our staff and has a few sections in which teachers only needed make a check. It also had a place for comments, and we felt it was important that all teachers complete that section to further inform the parents about their student's progress. These reports were then given to the parents at the end of the conference so that they could take them home and discuss them with their students.

The conference day was divided into fifteen minute periods, and all conferences were held at card tables in our gymnasium. During the fifteen minute conference period, the teacher first presented the progress reports from each of the student's teachers and then social attitude, home behavior and parent concerns were discussed. One feature that developed which proved to be very effective was a "walk in" conference. During the teacher's unscheduled periods, parents who had questions about their student's progress in a certain teacher's class could consult with that teacher. This made it possible for a parent to talk with an unlimited number of their student's teachers, since they were all located in one area of our building. The staff was a bit reluctant to try this added feature, but after their first experience with it agreed that it was extremely functional and effective.

A general outline and procedure that can be followed to develop a program such as ours might look like this:

1. Students must be assigned to teachers.

2. Teachers should call their parents to establish a conference time. It is important that all brother and/or sister combinations receive special attention in the form of back-to-back conference times.

3. Teachers should prepare a progress report for each student they have in class with an emphasis on writing an appropriate comment or two.

4. A faculty meeting should be held to distribute progress reports to conference teachers.

5. Several in-service meetings of about one hour each should be held to prepare the staff for the conferences.

6. Thorough preparation of facilities should be made before the day of conferences which will include setting up card tables and chairs, locating a central desk to direct parents and a coffee bar.

7. Don't forget to involve students! They make excellent ushers.

----- Ninety-nine percent of our students were represented by at least one of their parents.

----- Five hundred and twenty-one fathers attended our conferences.

----- At the conclusion of our first set of conferences, our teachers voted unanimously to hold a second set in the spring.

Each school needs to develop its own methods of opening the avenues of communication that are so vital in education today. Based on the results indicated above, it seems almost anti-climactic to say that parent-teacher conference day is here to stay at John Adams.

Section II: Organization

1. The Westlake Participative Management System
   (Westlake, Ohio)

2. Accountability Through Shared Governance
   (Salt Lake City, Utah)

3. A Middle School Exploratory Program: An Organizational Plan and An Evaluation
   (St. Louis County, Missouri)

4. After Goals--What Then?
   (Omaha, Nebraska)

5. The Success And Pit-Falls In Integrating A Career Education Program In A School District
   (Casper, Wyoming)

6. Wage And Salary Administration Situation-Process-Product
   (Kanawha County, W. Va.)

7. Wallpac-Innovations In Management-Packages To Improve A School District
   (Wall, New Jersey)

8. The Shaker Experience In Integration: An Evaluation
   (Shaker Heights, Ohio)

9. Programs In Rural Cooperatives
   (Boston Mountain Cooperative, Arkansas)

Westlake, Ohio

THE WESTLAKE PARTICIPATIVE MANAGEMENT SYSTEM

Prepared by:
Mr. Paul E. Smith
Assistant Superintendent

INTRODUCTION

Public education becomes more complex every year. Educators everywhere are increasingly being asked to account effectively for what they are doing in education. It is becoming more difficult for a school administrator or teacher to keep up with all of the changes that are taking place in society. Educators need help in making and implementing their decisions; no one person can do it all. Greater utilization of decentralization of decision making is required to meet the challenge of change.

Participative Management by objectives is one means for bringing about the involvement of the total educational community.

To advocate participative management implies faith in the integrity and self control of people. Participative management allows for the flow of information up and down the management structure.

Participative management by objectives, however, should not be confused with pure democratic management. Pure democratic management calls for rule by the majority. In contrast, participative management calls for individual responsibility and accountability. The designated leader works closely with all members of his group in encouraging their active participation in management. Based on the participation input, he has the responsibility and authority to make the final decision because he must assume the responsibility for the consequences of the decision.

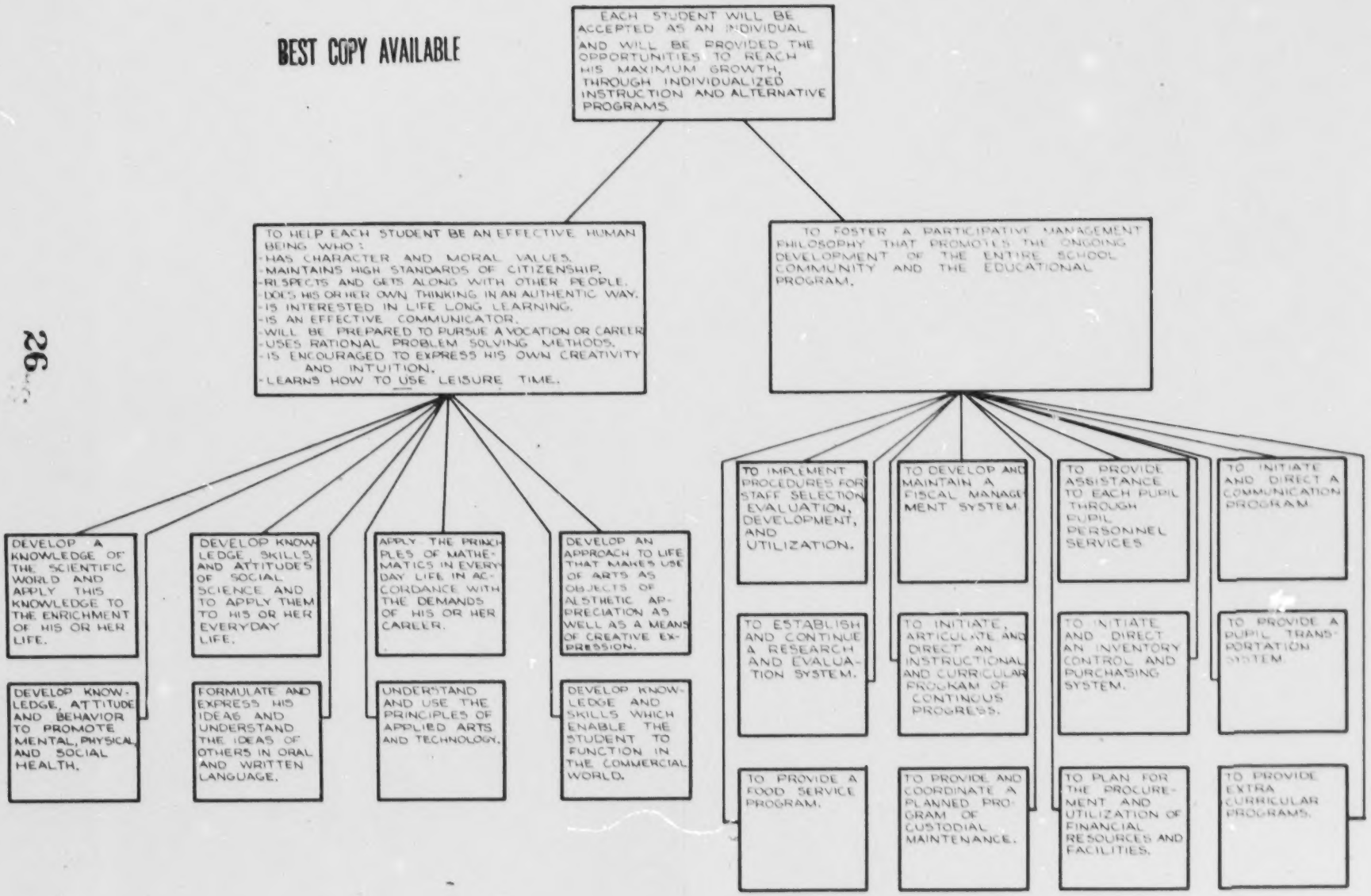
Participative Management by Objectives is a system of managing and not simply an addition to an individual's job. It is a way in which individuals with different abilities and capacities for growth can be brought together to achieve their greatest potential.

The Hierarchy of Objectives

To test the possibilities and opportunities of participative management by objectives, the Westlake Schools became involved in a three year Title III ESEA project. This project described the need for improved communication, curriculum articulation and a logical, systematically derived comprehensive statement of outcomes or objectives to be accomplished by the school system as priorities.

It was agreed that the systematic ordering of educational objectives could be most effectively accomplished through the use of an objective hierarchy framework. Such a framework is a systematic mapping out of all objectives necessary to the accomplishment of a given overall ultimate objective.

BEST COPY AVAILABLE


EACH STUDENT WILL BE ACCEPTED AS AN INDIVIDUAL AND WILL BE PROVIDED THE OPPORTUNITIES TO REACH HIS MAXIMUM GROWTH, THROUGH INDIVIDUALIZED INSTRUCTION AND ALTERNATIVE PROGRAMS.
TO HELP EACH STUDENT BE AN EFFECTIVE HUMAN BEING WHO:
-HAS CHARACTER AND MORAL VALUES.
-MAINTAINS HIGH STANDARDS OF CITIZENSHIP.
-RESPECTS AND GETS ALONG WITH OTHER PEOPLE.
-DOES HIS OR HER OWN THINKING IN AN AUTHENTIC WAY.
-IS INTERESTED IN LIFE LONG LEARNING.
-IS AN EFFECTIVE COMMUNICATOR.
-WILL BE PREPARED TO PURSUE A VOCATION OR CAREER
-USES RATIONAL PROBLEM SOLVING METHODS.
-IS ENCOURAGED TO EXPRESS HIS OWN CREATIVITY AND INTUITION.
-LEARNS HOW TO USE LEISURE TIME.
TO FOSTER A PARTICIPATIVE MANAGEMENT PHILOSOPHY THAT PROMOTES THE ONGOING DEVELOPMENT OF THE ENTIRE SCHOOL COMMUNITY AND THE EDUCATIONAL PROGRAM.
DEVELOP A KNOWLEDGE OF THE SCIENTIFIC WORLD AND APPLY THIS KNOWLEDGE TO THE ENRICHMENT OF HIS OR HER LIFE.
DEVELOP KNOWLEDGE, ATTITUDE AND BEHAVIOR TO PROMOTE MENTAL, PHYSICAL AND SOCIAL HEALTH.
DEVELOP KNOWLEDGE, SKILLS AND ATTITUDES OF SOCIAL SCIENCE AND TO APPLY THEM TO HIS OR HER EVERYDAY LIFE.
FORMULATE AND EXPRESS HIS IDEAS AND UNDERSTAND THE IDEAS OF OTHERS IN ORAL AND WRITTEN LANGUAGE.
APPLY THE PRINCIPLES OF MATHEMATICS IN EVERYDAY LIFE IN ACCORDANCE WITH THE DEMANDS OF HIS OR HER CAREER.
UNDERSTAND AND USE THE PRINCIPLES OF APPLIED ARTS AND TECHNOLOGY.
DEVELOP AN APPROACH TO LIFE THAT MAKES USE OF ARTS AS OBJECTS OF ALSTHETIC APPRECIATION AS WELL AS A MEANS OF CREATIVE EXPRESSION.
DEVELOP KNOWLEDGE AND SKILLS WHICH ENABLE THE STUDENT TO FUNCTION IN THE COMMERCIAL WORLD.
TO IMPLEMENT PROCEDURES FOR STAFF SELECTION EVALUATION, DEVELOPMENT, AND UTILIZATION.
TO ESTABLISH AND CONTINUE A RESEARCH AND EVALUATION SYSTEM.
TO PROVIDE A FOOD SERVICE PROGRAM.
TO DEVELOP AND MAINTAIN A FISCAL MANAGEMENT SYSTEM.
TO INITIATE, ARTICULATE AND DIRECT AN INSTRUCTIONAL AND CURRICULAR PROGRAM OF CONTINUOUS PROGRESS.
TO PROVIDE AND COORDINATE A PLANNED PROGRAM OF CUSTODIAL MAINTENANCE.
TO PROVIDE ASSISTANCE TO EACH PUPIL THROUGH PUPIL PERSONNEL SERVICES
TO INITIATE AND DIRECT AN INVENTORY CONTROL AND PURCHASING SYSTEM.
TO PLAN FOR THE PROCUREMENT AND UTILIZATION OF FINANCIAL RESOURCES AND FACILITIES.
TO INITIATE AND DIRECT A COMMUNICATION PROGRAM.
TO PROVIDE A PUPIL TRANSPORTATION SYSTEM.
TO PROVIDE EXTRA CURRICULAR PROGRAMS.

The actual construction of the hierarchy must begin with a succinct statement by the Board of Education reflecting the ultimate goal of the school system.

The mission statements specify the major elements or components which are critical to the accomplishment of the ultimate goal. In this hierarchy the statements to the left reflect those instructional elements critical to the accomplishment of the ultimate goal. These and the systemwide objectives which follow are contained in the Articulation Handbooks.

The statements to the right deal with the managerial or support elements necessary to attain the desired instructional outcomes.

The Mission Statement constitutes the rationale behind systemwide objectives as well as delineates the scope of systemwide objectives coverage.

Systemwide objectives specify those factors critical to accomplishing the mission statement. Again there are two types - instructional (our terminal goals for departmental articulation) and support. The total set of systemwide objectives, instructional and support, delineates the scope of major functions which must be performed in order to accomplish the mission statement.

An objectives booklet has been developed that deals with the program objectives of the support side of the hierarchy which delineates clearly the functions to be performed and the responsibilities to be assumed within that particular program area. These program objectives set the parameters for the specific performance objectives of each person as they are planned annually by each member of the supportive staff.

Accountability

Too often, education is viewed as a commercial enterprise. Given raw materials (pupils) a production line in a factory (the physical plant), workers on the line (teachers), and supervision (administrators) the assembly line will turn out educated persons and sufficient funds (taxes) are supplied to get the line moving. The effectiveness of such an organization is determined by the management of resources. Thus one of the most significant input areas of the concept of availability is in terms of the utilization of human resources. People tend to work more effectively if they

1. know the specific end results (accountabilities) they wish to achieve

2. know what they can expect of others

3. mutually (with supervision) define the means of accomplishing results.

Goal setting (management by objectives) by individual professionals will enable a school district to manage its goals. Meeting these goals is what accountability is all about.

Accountability programs, properly managed, should remove emphasis from input and place it on output. Hopefully such a system would reflect the following:

Pupil	- Measures the success of the following accountabilities
Teacher	- Accountable for pupil's success
Principal	- Accountable for teacher's success
Superintendent and staff	- Accountable for principals' success
School Board	- Accountable for superintendent's and his staff's success
Community	- Accountable for the success of the School Board

Everyone has a boss. In current "management theory" the best form of supervision is a management goal-setting team. This simply means that each year each Westlake professional states his objectives for the year with the person to whom he is accountable as described above. Accountability is then reflected in the annual conference which constitutes an annual performance accountability.

For administrative positions the focus of accountability is on the elements of management which include organization, staffing motivation and development, planning and policy making, direction of others, coordination, evaluation and control. These administrative actions relate to and support the instructional objectives of our system.

Accountability is not an idea to be fought but to be controlled so that it has meaning. It must be guided to acceptable ends. What better way is there than to make it the mutual concern of teachers, students, parents and the community at large? To participate in decisions that may affect their lives is an expectation that more and more people are demanding. Such involvement may well manifest itself in changes in school organizational and instructional structures. Hopefully it will see the emergence of true leadership as opposed to authority.

There is nothing easy in changing an institution. It calls for a new kind of person - one who has the confidence in his ability to deviate from the ordinary and dares to be different. It calls for a willingness to share, to trust and to give freely. Whether we, the Westlake educators, have the capacity to put it all together is what it's all about.

Salt Lake City, Utah

ACCOUNTABILITY THROUGH SHARED GOVERNANCE

Prepared by:
La Var L. Sorensen, Ed. D.
Administrator for Educational Accountability

Accountability is a cornerstone of organized society. It is a statement of responsibility for something to someone. There are consequences for doing or not doing it. Educational accountability is a legislative phenomenon. It has been enshrined in laws. Twenty-six states have legislation in this area. Ten of these states call the law accountability.

There are three aspects to accountability. The first is systems accountability for good practice. The second is professional accountability for the knowledge and use of that practice. The third is personal accountability to the client in inter-related ways. When problems are systematically attacked, the system itself is accountable to develop good practice. Board members, superintendents, administrators, and teachers must provide the system. Personal accountability is a hallmark of the educational profession and its direction must always be pointed toward the client--not to the profession.

In the Salt Lake School District, shared governance has made it possible for a plan of educational accountability to be acceptable to all certified employees. The plan is not based upon behavioral objectives. The plan has a system. It is based upon shared planning, shared decision-making, shared methodology, and shared evaluation.

In the introductory statement of the "Educational Accountability Plan" booklet, M. Donald Thomas, Superintendent of the Salt Lake City Schools, states very firmly and convincingly that educational accountability is a shared responsibility. One group cannot be held accountable unless all groups are held accountable. It is important, therefore, that the accountability procedure in public schools be shared by all the members of the educational community.

In October, 1973, the concept of accountability in education, its values, and its consequences were discussed and dialogued with teacher leaders, administrators, the administrative staff, and pupil services personnel. It was unanimous. Everyone wanted to be accountable. The methodology needed clarity. Therefore, a "straw man" model of accountability was developed. The model was based upon shared planning, shared methodology, and shared evaluation. The model totally ignored the commonly used behavioral objective concept of accountability. The purpose of the "straw man" model was experimental. Reaction, criticism, and evaluation from those who would use the plan were needed.

Would the superintendent print a sufficient number of the model for each of the local building representatives to study? Would the superintendent then appear before the building representatives and dialogue the plan--encouraging anyone to raise questions? These two requests were made by the Teachers Association. These two requests were met. At the conclusion of the meeting, the teachers committed themselves to the model and concept of accountability, provided the superintendent would establish a committee of teachers and administrators to evaluate the "straw man" model and make changes if and where needed.

The request of the teachers was accepted by the superintendent, provided the finished product would be completed on or prior to May 1, 1974. The teachers accepted the challenge. A committee of four teachers and four administrators were selected. The

Teachers Accociation and Administrators Association appointed the committee. The committee became autonomous. They appointed their own chairman, and invited any and all authorities to provide input.

The committee started its work in early December of 1973. It was complete and ready for trial by January 5, 1974. The plan was completed five months before the deadline. A complete plan booklet was printed and distributed to every certified employee in the district. The remaining portion of the year was to be used for individual in-service. Problems identified in the plan would be worked out by the committee during the summer months. In September of 1974 every certified employee in the district would be officially on the "Educational Accountability Plan".

The plan is simple. Validated data from a recent district needs assessment identified four major concerns or needs of the school district. Those concerns were presented to the district Board of Education. The Board must accept the concerns as top priority needs and give the superintendent a mandate to program against them. Those concerns presented to the Board of Education were:

1. To establish educational objectives and implement methods of achieving them.
   This area shall deal with the critical needs of the district, evaluation, and the development of an accountability plan for all certificated staff members.

2. To improve human relations and develop programs to intensify public support.
   This area deals with our relationship with all publics, with home-school partnership programs, with shared governance, with public information, and with community advisories.

3. To develop strategies for resource accountability.
   This area deals with fiscal integrity, with capital development programs, with inventory control, with cost/benefit studies, and with plant maintenance.

4. To intensify social responsibility and improve motivation in the school community.
   This area deals with students, with employees, with renewal programs, and with personal responsibility.

Identifying the concerns or needs and receiving direction from the Board of Education is Phase I of the Accountability plan.

Phase II requires each individual school to conduct a needs assessment and identify major concerns. The school then programs against its concerns or needs.

CRITICAL NEEDS (PRIORITY GOALS) OF
THE LOCAL UNIT (SCHOOL, DEPARTMENT, . . .)

These critical concerns have been identified through the involvement of administrators, faculty, students, parents and others of the local unit.

Adopted by the Local Unit for the school year _____ .

Phase III finds the principal planning with the superintendent. The principal states his school's concerns, his expectations of the school, procedures he will use to reach those expectations, and finally a method to validate through evaluation that the concerns will be sufficiently reduced or completely eliminated. They also discuss the district's priority goals.

Phase IV finds each teacher identifying his/her concerns, validating them, and presenting them to the principal for mutual acceptance. Together the teacher and principal identify levels of expectations, teaching techniques, and evaluation procedures that are acceptable to each.

EMPLOYEE'S CONTRIBUTION

A. GOALS I HAVE SELECTED WITH WHICH I CAN MAKE A CONTRIBUTION.

The following are goals I feel are acceptable and relevant to my assignment.

Review your goals with your supervisor before proceeding.

The above goals have been reviewed and agreed upon.

_____ Supervisor

_____ Employee

EMPLOYEE'S CONTRIBUTION (continued)

B. STANDARDS OF PERFORMANCE I EXPECT TO ACHIEVE WITH EACH SELECTED GOAL

I have considered the support services (supplies, equipment, class size, class composition, . . .) necessary to reach my performance standards. The following are levels of performance I expect to achieve.

Review your expectations with your supervisor before proceeding.

The above expectations have been reviewed and agreed upon.

Supervisor _____ Employee _____

EMPLOYEE'S CONTRIBUTION (continued)

C. METHODS, PROCEDURES, AND TECHNIQUES I WILL USE TO ACHIEVE MY STANDARDS OF PERFORMANCE WITH EACH GOAL

Review your methods, procedures, and techniques with your supervisor before proceeding.

The above methods, . . . , have been reviewed and agreed upon.

Supervisor _____ Employee _____

EMPLOYEE'S CONTRIBUTION (continued)

D. ASSESSMENT TECHNIQUES I WILL USE TO DEMONSTRATE ATTAINMENT OF STANDARDS OF PERFORMANCE EXPECTED WITH EACH GOAL

Review your assessment techniques with your supervisor before proceeding.

The above assessment techniques have been reviewed and agreed upon.

Supervisor _____ Employee _____

During planning between the superintendent and the principal, or the principal and the teacher, agreement is reached concerning each step. Reaching agreement is a very necessary part of the plan. It is a means that will insure success. The procedure of planning sets the stage for the year's activity. Every certified person in the district will have planned and committed himself/herself to the next higher superior. The superintendent goes through the same process with the Board.

As the year progresses, Phase V is introduced. Each supervisor must continually monitor those educators directly responsible to him/her.

Phase VI comes at the year's end. A final evaluation sheet is written on each employee. It asks if the concern was met, or if the concern was reduced. The answer is either yes or no. If yes, commendations can be expressed in the remarks space. If no, the reason is stated. The negative reason may be of a nature over which the teacher had little or no control. Therefore, the teacher did his/her best. The no evaluation is acceptable. If no without reason is expressed, the first goal or concern of that teacher for the next year will be to reduce that concern.

EVALUATION AND RECOMMENDATIONS

Name _____ Position _____ Subject _____

Date _____ School (work site) _____ Grade ___ Level _____

This is a summary of the evaluator's assessment of the success the employee achieved with each of the selected goals, with commendation and recommendations when appropriate. Student achievement, learning environment and methods of teaching were considered in the evaluation of each identified goal.

Goal and Expectancy	Accomplishment	
1.	Yes	No
Comment:		
2.	Yes	No
Comment:		
3.	Yes	No
Comment:		
4.	Yes	No
Comment:		

Prepared by:

_____
Evaluator

I have read the above summary and comments. My statement ☐ is ☐ is not appended hereto:

_____
Employee

Distribution:
Original - Employee
cc - Supervisor
cc - Personnel File

Monitoring each plan throughout the year is essential. If during the monitoring procedure it appears that expectations and methods are below standards, as identified by the teacher and the principal or the superintendent and the principal, that individual is then placed on educational remediation. A team of learning specialists focus their full attention on remediation activities. If remediation is successful, the person will be renewed. If remediation is not successful, termination may be recommended.

At the conclusion of the year the evaluation sheet of each employee is placed in that individual's personal file. This means that every person in the school district has been systematically evaluated. Each year the same procedure will be repeated.

To the professional educator in the Salt Lake City School System, the "Educational Accountability Plan" is an acceptable and valid procedure to be accountable to the school, to the tax-payer, to the parent, the educator, and above all to the learner.

Lindbergh School District
St. Louis County, Missouri

A MIDDLE SCHOOL EXPLORATORY PROGRAM-- AN ORGANIZATIONAL PLAN AND AN EVALUATION

Prepared by:
Dr. Mary Louise Zieger, Assist. Principal
Robert H. Sperreng Middle School

INTRODUCTION

This article deals with the exploratory program as planned for North Middle School, Lindbergh School District, St. Louis County, Missouri. It further relates the manner in which the procedures for registration have been re-evaluated and adapted for use at the new Robert H. Sperreng Middle School in the same district.

"Exploratory program," or "exploratory" as used hereafter, is a period within the regular school day during which pupils take part in activities of their own choosing. All teachers of the school participate by sponsoring or supervising one of these activities.

UNDERLYING PHILOSOPHY

The thoughts behind the development of the exploratory concept within the Lindbergh School District included the following:

1. Opportunities would be provided for students to be self-reliant and to participate in decisions relating to their education. Yet a curricular program had been pre-planned in which the student did not have many choices.
2. A time should be provided within the school day when students could participate in a variety of educational experiences that would be of particular interest and would provide a variation in the normal routines of the school day.
3. Students would be given opportunities to realize that teachers have interests and expertise in areas outside their curricular fields.
4. The atmosphere of the exploratory period would enable students and teachers to develop a more relaxed and personal relationship--a time when ideas may be exchanged on a more informal basis.
5. Frequently students would be able to intermingle with their fellows who share common interests or abilities, regardless of grade level or age.

Hence, exploratory was conceived to broaden the usual concept of education and to provide an opportunity for release from regular classroom procedures.

HISTORICAL DEVELOPMENT AND PROCEDURES

An exploratory program was initiated at North Middle School in the fall of 1967. When the Robert H. Sperreng Middle School opened in the fall of 1970, a suitable exploratory program had to be developed and made operational. Having had some prior experience with these activities at North Middle School, the writer was asked to establish such a program for the new school.

Since most of the faculty members of the Sperreng School had no prior experience with exploratory, discussions were held with them in an effort to bring about understandings concerning the purposes of exploratory, and to offer suggestions concerning possible activities for sponsorship.

The specific procedures followed in organizing the program for the 1970-1971 year were the same as those used at North Middle School:

1. A weekly schedule of days and dates for exploratory was prepared for the school year and distributed to teachers, indicating that exploratory would meet three days one week (Monday, Wednesday, Friday) and two days the following week (Tuesday, Thursday), and would continue to rotate in this manner throughout the school year. The year was divided into three equal periods of time so that new activities could be selected by both students and faculty.
2. Two daily time schedules were prepared and distributed to teachers:
   a. Seven 48-minute periods for non-exploratory days.
   b. Eight 42-minute periods for exploratory days.
3. "Exploratory Survey for Teachers" forms were distributed to teachers, requesting them to indicate three activities they would be willing to sponsor. When all forms were returned, a definite activity was assigned to each teacher.
4. Lists of activities to be offered to students (based upon the specific activity assigned to each teacher) were posted in classrooms, on bulletin boards, and in display cases. These lists also indicated sponsors' names, meeting places, and sign-up places. A partial list is shown in Table 1.
5. Student registration took place during an entire week, with students finding sponsors before school, after school, or between classes and then asking to be enrolled in a particular activity.
6. After teachers had registered students in their activities, "Exploratory Data Forms" were distributed to teachers--requesting the number of students enrolled in their activities and the number of vacancies.
7. New lists of available activities were prepared and posted for those students who had not completed registration.
8. A final tally of students enrolled in each activity was compiled to determine whether all students had registered. At this time, exploratory activities began.
9. For various reasons during the school year, it was necessary for some students to transfer from one exploratory to another. A student desiring to change explorations asked the sponsor of the activity in which he desired to enroll if there was an available place. If so, the teacher wrote a note to the sponsor of the activity in which the student was presently enrolled indicating willingness to have the child. If no space was available, the student either sought another activity or remained in the present activity. All of this took place outside of regular school or exploratory time.

These procedures were used for the three registrations occurring during the 1970-1971 school year. Evaluation of this method indicated that it was unsatisfactory because those students having access to an automobile or a bus arriving at school early had an advantage in registering. Also, students having a class with the desired exploratory

sponsor had an advantage due to the availability of the sponsor. It was found (in some cases) that pupils chose sponsors known to be popular with students, rather than activities.

In order to improve upon the original method of registration, as just described, various methods were designed and utilized during the 1971-1972 school year.

TABLE 1
PARTIAL LIST OF EXPLORATORY ACTIVITIES
OFFERED TO STUDENTS -- 1970--1971 REGISTRATIONS

Art Typing (Must have had typing or be taking typing now)	Crochet -- Beginning
Basketball -- Girls	Crochet and Stitchery
Basketball -- Boys	Film Club
Boxing	Frisbee
Choir	Knitting
Cooking for Boys	Model Building
Crochet -- Advanced	Shop -- 8th Grade Girls
	Volleyball -- Girls
	Volleyball -- Boys

REGISTRATION -- OCTOBER, 1971

The procedures used to obtain the list of activities to be offered remained the same. Only the timing of the registration changed.

In October, 1971 the exploratory time schedule was utilized for the first time. The time between 2:12 and 2:53 p.m. was designated for registration. At the end of the sixth period (2:07 p.m.), all teachers moved to the places assigned for their exploratory activities, and all students moved about the building attempting to register with individual teachers. The procedures described earlier were again used in transferring.

In evaluating this method, it was quickly realized that the location of the students' sixth period class determined (in many cases) whether or not he could become registered for a given activity. For example: a boy having a sixth period gym class at the back of the second wing did not have the same chance to get to Room 9 in order to sign up for Cooking for Boys as the boy having a sixth period Russian class in Room 10.

REGISTRATION -- DECEMBER, 1971

Changes were made in both the procedures used to obtain the activities to be offered and the method of registration. In an attempt to learn what activities students would like to have offered, a preliminary survey was taken in early November in which all students present on that day were asked to write the three exploratory activities in which they would most like to participate. These choices were tabulated and the results were distributed to teachers. These results then assisted the teachers in selecting which activities to sponsor.

Teachers were then asked to indicate at least two activities on an EITHER/OR basis that they were willing to sponsor. From this information, a list of possible exploratory activities was compiled without listing sponsors. Because each teacher listed two activities (sometimes choices being duplicated), it was known in advance that all activities listed

could not be offered. Also it was known that available space would be a factor eliminating some activities. Rather than have someone arbitrarily make the decision as to the activities to be offered, this was deferred until the students' choices could be used to determine what eliminations had to be made. All of the teachers' choices were listed in alphabetical order (with identifying numbers) for the students. See Table 2.

TABLE 2
EXPLORATORY ACTIVITIES
December 3, 1971

10	Art Activities und Projects	330	Gymnastics for Girls
20	Art Typing (Must have had typing or taking typing now)	340	Health 8th Graders
		350	High Jump
		360	Hockey
30	Arts and Crafts	370	Horses and Dogs - Learn About
40	Astrology	380	Introduction to Driving-8th Grade
50	Basketball -- Boys	390	Knitting
60	Basketball -- Girls	400	Macrame
70	Biology Club	420	Model Building
80	Boxing	440	Paint by Numbers
90	Brass Choir	450	Penny Hockey
100	Cheerleading	460	Pet and Pet Training
110	Checkers	470	Photography
120	Chess	480	Ping Pong
130	Choir	490	Record Club
150	Computer Club	500	Record Club - Symphonies Only
160	Cooking for Boys	510	Rocketry
170	Creative Stitchery	520	Shop -- 7th Grade Girls
180	Crewel Embroidery	530	Shop -- 8th Grade Boys
190	Crochet -- Beginning	540	Skits, Puppet Shows
200	Crochet -- Advanced	570	Stage Band
210	Debate	580	Study Hall
220	Decoupage (Modge-Podge)	600	Swimming - 8th Grade Girls only
230	Desk Football	610	Table Games
240	Drama Club	630	Touch Football
250	Drawing	640	Vocal Ensemble - 7th, 8th Graders
260	Embroidery	650	Volleyball - Boys
270	Film Club	660	Volleyball - Girls
280	Flag Football	670	Weaving
290	Free Reading	680	Word Games
320	Guitar and Ukulele		

Registration cards were designed and printed.

The actual registration for new activities took place early in December. Instructions for registration were given over the intercom to all students present on that day. Students were asked to read the list of activities offered and to select three in which they were definitely interested. Next they were asked to determine which of these were to be their first, second, and third choices. They then transferred this information to the appropriate spaces on the card along with the number assigned to the activity. Finally, students were asked to indicate on the card the number identifying their present activity.

When all students had registered, the cards were sorted by hand according to the first choices of students. Overwhelming numbers of students desired certain activities (112 Record Club, 108 Film Club, 107 Hockey, 83 Cooking for Boys, 67 Shop for 7th Grade Girls, 67 Model Building.) Practically no interest was shown in other activities. This necessitated using second and third choices in assigning students into activities so that

(1) every teacher had a group, and (2) the groups formed were viable. A few activities were eliminated because of lack of interest (astrology, debate, record club--symphonies only, volleyball--boys, volleyball--girls, weaving, word games). This lack of student interest was a prime factor for the previously deferred decisions concerning eliminations of activities due to unavailability of sponsors or limitations of space. Other activities were combined (art activities and projects with drawing, advanced crochet with embroidery, model building with rocketry). A few teachers were asked to supervise duplicate groups of activities in which there was high interest. All of the above were attempts to reconcile students' interests with teachers' willingness to sponsor.

Two listings of students were typed by secretaries. The first was headed "Sponsor's Name" and presented each teacher-sponsor with the following information: sponsor's name, name of activity, meeting room, names of students enrolled in activity, students' section numbers (an arbitrary number assigned to each class), and students' resource teachers. The second was headed "Resource Teacher" and gave the following information: teacher's name, students' names, students' section numbers, name of activity for each student, name of sponsor, and meeting place. Resource teachers were asked to tell each student the above information. This was the means through which pupils learned their assigned activities.

In the event a student desired to transfer to another exploratory, the student came to the office where lists headed "Sponsor's Name" were checked to see if a vacancy existed in the desired activity. If so, a simple form was used to request the new sponsor to add the child's name to his group, and the present sponsor to remove the student's name from his group.

An evaluation of this method of registration showed a distinct advantage--all students were placed in one of their three choices. Prior methods might have resulted in students being required to apply for registration to more than three teachers.

A disadvantage was the amount of time required to sort and re-sort the student choice cards by hand, and the amount of time required for a secretary to type the necessary listings of students for sponsors and resource teachers. A further disadvantage was that students were unable to determine in advance the name of the teacher sponsoring any given activity. Because lists of possible activities were NOT posted prior to registration, friends in different classes or sections had no opportunity to confer before filling out choice cards.

REGISTRATION -- FEBRUARY, 1972

The same procedures were used to obtain a new list of activities to be offered, and to register students in desired activities. The previously stated disadvantage of students not being able to consult with friends before registration was overcome simply by posting lists of proposed activities two days prior to registration. The same basic procedure was followed except that following registration, the information was sent to the Computer Room. Print-outs of the desired information was received within two weeks. All students again received one of the three choices listed on their registration cards. As at the time of the previous registrations, students lacked the names of sponsors at the time of registration--a matter of concern for a small number of students.

EVALUATION

New registration procedures were sought for the following reasons:

1. To provide greater equality of opportunity for students to register in desired activities (e.g., students arriving at school early due to the availability of an automobile or an early arriving bus had an advantage over those arriving late or those who were absent [1970--1971 procedures]; pupils having classes with the sponsor of a desired activity had an advantage due to the availability of that sponsor [1970--1971 procedures]; children having classes in rooms located near the appointed registration place had an advantage over those having to travel greater distances [October, 1971 registration]).
2. To give students the opportunity to have a greater voice in determining the activities to be offered.
3. To enable a greater number of students to be placed in one of their first three activity choices at each registration.

Having participated in the new registration procedures five times (the last three occurring during the 1972--1973 school year), it seems fitting to now present a report of the results of these procedures.

It was stated earlier that one of the reasons for seeking new registration procedures was to provide greater equality of opportunity for students to register in desired activities. This objective has been achieved by having all students present on the day of registration report to their resource teachers at the end of the first period class. Instructions were given over the intercom to all students at the same time. Students who were absent were registered upon return to school On completion of registration by all students, cards were sent to the Computer Room; processed to show each pupil's three choices; and used to print lists of students' names according to first, second and third choices. Cards were returned sorted according to first choice activity of each student.

Another reason for developing new procedures was to allow students to have a greater voice in determining which activities would be offered. Because overwhelming numbers of students requested certain activities and practically no interest was shown in other activities, some teachers were asked to sponsor additional groups of some activities and other activities were either combined or eliminated. The important factor is that decisions were made based upon students' expressed desires.

The third reason for creating new registration procedures was to enable a greater number of students to be placed in one of their first three activity choices at each registration. This information is shown in Table 3.

TABLE 3
PERCENTAGES OF STUDENTS RECEIVING
REQUESTED CHOICES

Registration Date	First Choice	Second Choice	Third Choice
December 3, 1971	74.1%	17.8%	8.1%
February 23, 1972	50.4%	24.7%	24.9%
September 26, 1972	52.3%	36.5%	11.2%
December 12, 1972	65.6%	26.1%	8.3%
March 6, 1973	58.3%	26.5%	15.2%

The percentage of students placed in the activity indicated as first choice decreased when large numbers of students requested the same activity. Due to the availability of facilities (human or physical) only a certain number of students can be accommodated in the more popular activities. Examples of this are presented in Table 4.

TABLE 4
FIRST CHOICES -- THREE REGISTRATIONS
OF 1972 -- 1973 SCHOOL YEAR

Activity	September 26, 1972	December 12, 1972	March 6, 1973	Maximum Number Assigned
Cooking for Boys	89	59	47	30
Gymnastics	135	94	70	30
Hockey	113	163	141	40
Shop for Girls (7th Grade)	117	79	61	30
Shop for Girls (8th Grade)	89	80	31	30
Swimming (7th Grade Girls)		56		40
Swimming (6th Grade Girls)			115	40

Lack of interest resulted in the elimination of some first choice activities. This also lowered the percentage of students obtaining first choices. Examples of this are presented in Table 5.

TABLE 5
FIRST CHOICES -- THREE REGISTRATIONS
OF 1972 -- 1973 SCHOOL YEAR

Activity	September 26, 1972	December 12, 1972	March 6, 1973
Astrology Club	6	4	4
Boys Gab	0	1	0
Chorus	3		
Foreign Language Week Club			4
German Club	1		
Girls Glee Club		3	
Muny Opera Favorites	2		
Scrap Book Making	2		
Scenery and Costume Design			1
Slimnastics	1		
U.S.A. Travelogue	1	3	
Volleyball (Boys)	4	3	2
World Travel	2	0	

An analysis of the registration cards for students who participated in all three registrations during the 1972-73 school year provided information concerning the number of students obtaining their first, second, and third choices at each registration. This information is presented in Table 6. The numbers in the left column proceed in a systematic sequence showing a step-by-step chronological progression from first choice for three registrations to first choice for two registrations and second choice for the third, to first choice for two registrations and third choice for the third, etc.

TABLE 6
STUDENTS RECEIVING FIRST, SECOND, AND THIRD CHOICES AT EACH REGISTRATION

Choice Assignments At Three Registrations	Boys	Percentage	Girls	Percentage	Total	Percentage
1 - 1 - 1	171	22.92	136	19.24	307	21.13
1 - 1 - 2	89	11.93	45	6.36	134	9.22
1 - 1 - 3	36	4.83	43	6.08	79	5.44
1 - 2 - 1	65	8.71	44	6.22	109	7.50
1 - 2 - 2	39	5.23	16	2.26	55	3.79
1 - 2 - 3	8	1.07	13	1.84	21	1.45
1 - 3 - 1	12	1.61	27	3.82	39	2.68
1 - 3 - 2	7	.94	7	.99	14	.96
1 - 3 - 3			7	.99	7	.48
2 - 1 - 1	91	12.20	123	17.40	214	14.73
2 - 1 - 2	30	4.02	43	6.08	73	5.02
2 - 1 - 3	20	2.68	33	4.67	53	3.65
2 - 2 - 1	34	4.56	38	5.37	72	4.96
2 - 2 - 2	26	3.49	14	1.98	40	2.75
2 - 2 - 3	14	1.88	12	1.70	26	1.79
2 - 3 - 1	7	.94	20	2.83	27	1.86
2 - 3 - 2	4	.54	6	.85	10	.69
2 - 3 - 3	1	.13	9	1.27	10	.69
3 - 1 - 1	33	4.42	30	4.24	63	4.34
3 - 1 - 2	17	2.28	14	1.98	31	2.13
3 - 1 - 3	5	.67	10	1.41	15	1.03
3 - 2 - 1	14	1.88	6	.85	20	1.38
3 - 2 - 2	12	1.61	4	.57	16	1.10
3 - 2 - 3	5	.67	1	.14	6	.41
3 - 3 - 1	5	.67	4	.57	9	.62
3 - 3 - 2	1	.13	2	.28	3	.21
3 - 3 - 3						
Total	746	100.01	707	99.99	1453	100.01

This tabulation shows that 307 students obtained their first choice in activities at all three registrations. This represents 21.13% of the student body. A total of 638 students (43.91%) received their first choice at two registrations, and 397 students (27.32%) received their first choice once. Only 111 students out of 1453 (7.64%) were unable to be placed in a first choice activity during the 1972-1973 school year. It is also noteworthy that no student was obliged to accept third choice at all three registrations occurring during this school year.

Further study shows that 92.36% of the students received their first choice at one or more registrations during 1972-1973; 65.04% obtained their first choice at two or more registrations; and 21.13% achieved first choice at all three registrations.

SUMMARY

Lest it appear that the writer is naive to the cost of such procedures, the following explanation is offered:

The Lindbergh School District has an IBM-1130 computer and trained personnel to operate this unit. Certain regular tasks are assigned to and carried out with this equipment. Among these tasks are class scheduling for the high school and middle schools, attendance reporting, payroll, report cards, mailing labels, adult education scheduling, and library processing. The facilities are also available to district personnel who develop suitable programs which can be adapted to computer use and scheduled into the operation taking into consideration existing priorities.

In addition to the salaried employees operating the equipment, there was available a ninth-grade student with keen interest in computer operations and unique ability in program development. It was through his efforts that the technical programming of the exploratory activities was developed.

Should a computer not be available, the work could be accomplished manually as described for previous periods. A computer simplifies and speeds up portions of scheduling, but it is not a necessary component.

As no information on this particular subject has been uncovered, the results presented here are not compared to information concerning previous registration methods to provide before/after results, nor to other groups using various procedures to obtain control group vs. experimental group information, nor to groups using like procedures concurrently to compare the efficiency of the operation.

This presentation is limited to one set of data and subjective judgment based upon the writer's recollection and comments made by faculty members indicating the superiority of the new procedures.

It is hoped that someone will utilize this method and offer a comparison report, or perhaps devise another method to achieve the objectives presented above with even greater effectiveness.

Westside Community Schools
Omaha, Nebraska 1-1

AFTER GOALS - WHAT THEN

Prepared by:
Virginia Roth
Proj. Director for Development

Over a period of three years the Westside Community Schools, District 66, in Omaha, Nebraska, formulated a mission and goals statement with implementation strategies for the 16 schools in the District. The years of committee work involved professional consultants and input from teachers, students, parents, as well as administrators. Once the ideas were organized and synthesized, they were presented to the Board of Education who committed themselves and the District to the following Mission and Goal Statement.

THE MISSION

"The system of free public education is a great constructive force for the preservation of freedom and advancement of the American way of life.

Therefore, the Westside Community School System is dedicated toward being responsive to the educational needs, values and aspirations of our citizens and believes that the school has an important role in helping to improve the quality of living in our community.

In our educational program, each individual will be accepted, as he is, with equal opportunity to learn, develop and succeed to his fullest capacity. The dignity, the worth and the uniqueness of each individual and his heritage will, at all times, be preserved.

Each student has the right to an education fitting his or her own needs, interests and abilities. Through an individualized process, our schools will provide the opportunities for each student to develop the values, attitudes, skills and knowledge necessary to

become a happy, self-confident responsible, productive and contributing member of our society."

THE GOALS OF THE WESTSIDE COMMUNITY SCHOOLS

COGNITIVE GOALS
(Intellectual Skills)

BASIC SKILLS
To attain knowledge in the basic skills of words and numbers.

SCIENCE, ARTS, HUMANITIES
To gain knowledge and experience in the areas of natural sciences, social sciences, humanities and the arts.

PREPARATION FOR FUTURE
To develop an ability to cope with a world of rapid change, unforeseeable demands and an unknown future.

CAREER PREPARATION
To attain fundamental occupational concepts and to develop career skills.

ENVIRONMENTAL QUALITY
To develop the knowledge necessary for the appreciation maintenance and improvement of the physical environment

ECONOMIC UNDERSTANDING
To develop the capacity to be an efficient participant in the free enterprise economic system as a producer and a consumer.

AFFECTIVE GOALS
(Interests, Values and Emotions)

SELF WORTH
To develop a positive self concept and an appreciation of one's worthiness as a member of society.

CITIZENSHIP
To acquire the habits and attitudes associated with responsible citizenship and patriotism in a democratic society.

MORALITY
To develop a code of behavior based on moral and ethical principles consistent with democratic ideals.

HUMAN RELATIONSHIPS
To recognize the worth of every person and to develop skills in personal-social adjustment and human relationships.

WORLD UNDERSTANDING
To recognize the interdependence of different peoples of the world and one's personal responsibility for fostering international understanding and peace.

FAMILY LIFE
To acquire the knowledge and attitude basic to a satisfying family life.

CONTINUING EDUCATION
To acquire a positive attitude toward school and learning as a lifelong process.

STUDENT INVOLVEMENT
To involve the individual student in planning his own education in order to develop self motivation and self direction.

PSYCHO-MOTOR GOALS
(Coordination of Mind & Body)

HEALTH
To develop good health habits and an understanding of the conditions necessary for maintaining physical and emotional well being.

PHYSICAL FITNESS
To acquire and develop appropriate activities and attitudes which will promote physical fitness.

USE OF LEISURE TIME
To develop skills for wise use of leisure time.

Everyone in business, and education is one of the biggest businesses in the country, knows that there are two ways to kill progress quickly: (1) send the work to a committee and then(2) rest comfortably on the printed report from the committee. To safeguard against this kind of stagnation, the District drew up a five-year implementation program subject to annual evaluation and review. This simple process offsets the educator's tendency of resting on one's principles (pun intended).

The commitment to implement a district-wide, 16 school, K-12, individualized program is courageous, ponderous and somewhat frightening. Without care, there could be a fragmented approach with subsequent splinter results. That's why Dist. 66 devised a reorganization pattern for management purposes.

Westside Community Schools
Omaha, Nebraska 1-4.

Of the 16 schools, one is a senior high of 2500 students 10-12, three are junior high 7-9 and 12 are elementary K-6. The new organization is focused around the three junior highs and their feeder elementary schools. Each unit is called a consortium and has the name of the hub junior high. Each consortium has a steering committee with representation from each unit in its consortium. Membership on the steering committee, which meets monthly, includes both principals and teachers as well as a representative from the senior high school which eventually receives the consortium graduates and must prepare itself for learners who have been in an individualized and humanized program. Other standing members of each group are the director of elementary education, the director of secondary education and the project director for individualized development.

Also on a monthly basis, representatives from each consortium steering committee, the senior high, the two directors of education and the project director meet with the superintendent (basically as listener) as a Consortium Coordinating Council (Triple C) to do just what their title suggests. Through these articulation meetings unnecessary repetition of work among consortiums is obviated, allowing the District to focus on capitalizing on its strengths and shoring up its weaknesses.

In its first year as a management system, the consortium groups have focused on articulation, a division of labor to implement the 18 goals, and on creating consortium budgets. The division of labor includes, besides organizing task forces to create individualized programs with their own management systems, a series of inservice programs to re-tool teachers for their new role as learner-consultants, diagnosticians, co-prescribers with learners, evaluators, and re-enforcers for learners. The District is well aware that effective change starts with well-ordered managers if learners will

become in their turn effective managers of their own learning.

At this point in time, the outlook is optimistic and productive. The measured pace of change is actually ahead of schedule. There are areas of concern, chief of which is helping teachers actualize their verbal commitment to individualization. But the future looks positive and the annual evaluation as well as the monthly meetings are open-ended enough that the program has elbow room for adjustments as the District searches for the most meaningful way to serve the needs of learners.

Change is never easy. A good management system helps make change less cumbersome and traumatic. Though the District has never carved the following statement in concrete, its concept is pretty well implicit in the Mission and Goals Statement: "All true things must change and only the things that change remain true".

Natrona County School
District Number One
Casper, Wyoming

THE SUCCESS AND PIT-FALLS IN INTEGRATING A CAREER EDUCATION PROGRAM IN A SCHOOL DISTRICT

Prepared by:
DR. FRED PIERCE
Director of
Career Education

Natrona County School District Number One was successful in its bid for 1973 as the school district to establish the model project in career education, K-12, for the state of Wyoming. There are ten schools in the model project. Included in these are a high school with an enrollment of 1,200 students and a junior high school with an enrollment of 1,000. Needless to say, this is an admirable task for any district to undertake. For the purpose of this article, the topic will be divided into three parts and only the most pertinent is reported: the first concerns the administration; the second reviews some of the activities at the elementary level; the last reviews the secondary aspect of the program.

Administratively, the career education program has had several good experiences and several pit-falls. One of the major successes is the astuteness that many of the key administrators have in relation to the career education concept. Another is the excellent working rapport and relationship that exists among the administrators. They have always been available to the local director and have offered many constructive suggestions. Still another very successful venture was forming a cooperative committee with the local community college. The make-up of this committee consists of four community college people, four central office administrators, and two administrators from each of the senior high schools. The main function of this committee is to develop a better cross-articulation of curriculum offerings.

Another success was the establishment of a community resource booklet. This booklet lists over one hundred businessmen and businesses who have indicated a willingness to serve as guest speakers or to allow students to visit their place of business. The booklet was compiled as a project of the local Chamber of Commerce Educational Committee of which a school administrator acted as chairman. From the administration's point of view, another success was the establishment of a state advisory council on career education. The main purpose of this council is to coordinate and share career education materials, problems and successes. This committee meets once a month at various locations throughout the state.

We have also been successful in establishing an excellent working relationship with the Wyoming State Department of Education. They are very interested and helpful in the implementation of career education.

We were also able to offer an extension course during the second semester which had over one hundred people enrolled. This course will be used to develop specific units to implement career education.

Now, for some of the problems. One possible pit-fall was waiting six months to get a position paper which spelled out the school district's support and intent of career education. If the position paper had been available earlier, some of the undue concern of the teachers and administrators that the district was not really committed to the philosophy might have been avoided. The fact that the project was not implemented until late summer made it impossible to have any summer workshops during the first summer. This might have hurt the teacher orientation process of the program. Lastly, we are having difficulty finding qualified people to conduct the courses and workshops. Most of the colleges and universities that were contacted did not have staff with career education expertise.

The elementary aspect of the program is truly an enjoyable experience for anyone to encounter. The elementary teachers in our project are very easy to work with and seem to be creative and flexible. The project has had, and will have, many educational experiences in the elementary aspect that merit mentioning. The grade level meetings seem to have been very successful. By grade level meetings, we mean all the first grade teachers would meet, and then all second grade teachers and so forth until all K-6 had met. These meetings were conducted to find out what the elementary teachers were already doing that could be changed over to career education with only a change of emphasis. There were an extremely large number of teachers who were already doing activities that could be very easily adapted to the career education concept.

The elementary principals in the project schools are being used as an advisory committee to help determine the best direction of the elementary aspect of the program. This committee has been extremely valuable and would be well worth considering for those thinking of starting a program.

One of the biggest problems we had to overcome involving the elementary level was how to organize the program by grade level in order to avoid duplication of activities. We were concerned that a student might be exposed to a unit in the first grade, and then to the same unit in the second or third grade. With the help of the principals' advisory committee, it was decided to establish teacher steering committees in each school. The committees were made up of three or four teachers in each school. The intent of these committees was to develop a master plan for their particular school. After they had a rough draft, the entire faculty of each particular school approved it or made the necessary modifications. We are also building into each master plan as much flexibility as possible. By this we mean, for example, if a second grade teacher did not like a particular unit but a third grade teacher did, they could exchange without duplication.

A couple more specific successes at the elementary level will be presented now in hopes that it might give other districts an idea to try. With our fifth grade classes we have worked out an agreement with the high school

vocational departments for them to visit and spend some time talking and working with the teacher and high school students. For the sixth grade students, we have made arrangements for all students in these classes to be excused from classes for a day in April to go with a parent, a friend of the family, or another relative to view a particular job or occupation for a day. We emphasized the idea that every student must be allowed to go so that they will have the opportunity to have a career experience.

Another item that has been very successful for us is taking teachers to visit other projects in the state and other states. It is the goal of the project to get every elementary teacher to visit at least one site within the next three years. We feel that there has been an excellent return on the money spent because there are many teachers who are doing an outstanding job of implementing the career education concept.

Lastly, we have started publishing an elementary newsletter every two weeks. The purpose of the newsletter is to keep all teachers in the district informed about the sharing of activities. It also gives recognition to the teachers who are so deserving of it. This newsletter has proven to have a snow balling effect on the sharing of activities.

It is hoped that this author hasn't painted too rosy a picture of our success at the elementary level because we have also had a few pitfalls. For example, before we decided to try the teacher steering committees, we received many complaints about duplication of activities. Our first visitation left a little bit to be desired and it took several good trips to overcome this poor one. Another problem that we are still having is finding good career education materials. As most educators know by now, the market is being flooded with career education materials at the elementary level. Trying to decide what is best is a yoemanly task.

We have been fortunate at the secondary level to have many teachers try career education materials. Our approach throughout both the elementary and secondary aspects of the career education program has been the infusion approach to the existing currculum.

An example of this infusion approach was demonstrated by a joint venture of our speech and guidance departments. All beginning speech students at the high school level in the project are studying how to conduct themselves during a job interview. This two-week speech project each semester started after taking the Kuder Vocational Interest Test. Guidance counselors administered the tests and assisted the young people with interpretations of the results. Supervisors of Special Services for the District Employment Office talked with the students about job interview techniques. They gave them job application forms to complete as preparation for the mock interviews that would be conducted the following three days. Casper business people assisted by acting as interviewers. These people volunteered their services to help give the interviews a more realistic tone. Students had an opportunity to discover how they could each improve for their first real interview.

We have also published a career education newsletter at the secondary level which appears to be accomplishing the same thing as the elementary newsletter. This newsletter includes both the junior and senior high school activities.

Another aspect of career education that we feel has a great deal of potential is career resource centers. We plan to implement this concept in the junior high and one in the senior high school. This will give the students an opportunity to take an in-depth look at the various careers in which they might be interested. These centers will have various kinds of hardware and software in order to have a continuous updated offering.

An effective in-service program at the secondary level is definitely a challenge to the imagination of a director of career education. The approach that we plan to use in this endeavor is based on the assumption that it would be more useful to a teacher to have another teacher from his own discipline give him ideas on how to infuse career education into the regular curriculum. Therefore, we plan to have consultants in from the various disciplines who also have expertise in career education.

An interesting service that we have started at the senior high school level is a placement office under the auspices of the guidance department. The interest of this office is to help students gain their initial employment. With the unemployment rate of youth much greater than it is in adults, this service might help eliminate some of the problems. We were able to get the other high school and the community college to pull in with us so that we could form a single front. This way, the businesses wouldn't be approached by three separate identities. We are also working with the Chamber of Commerce and trying to have them provide us with a task force which will assist our placement personnel in finding jobs for our youth.

At the junior high level, there are many isolated activities occurring that are related to career education. This includes two major curriculum changes. The first major change is a career orientation class which every freshman student will be required to take. It will last for a semester and cover a variety of career aspects. The second program is called People and Technology and it will be used as a viable supplement to seventh grade geography.

Problems at the secondary level include such things as not being able to find any outstanding secondary programs in our region for staff visitations. We have also had trouble locating consultants with the necessary expertise in the various disciplines and career education. This particular problem will undoubtedly be overcome as career education gains longevity. Another pit-fall was trying to articulate the various secondary career education activities in order to avoid duplication. We are still struggling with this problem.

In summary, it is hoped that some of the successes and pit-falls expressed in the above paragraphs will be of assistance to other districts who are embarking on a career education program. As the career education concept is realized, schools should become more relevant and interesting for both the students and the teachers.

WAGE AND SALARY ADMINISTRATION
SITUATION-PROCESS-PRODUCT

Prepared by:
George R. Umberger
Coordinator of Systems Planning
Project Manager of Wage & Salary Administration

ORIENTATION -- PERSONNEL SERVICES

If the assumption can be made that your organization, like the Kanawha County School System, has been lax over the years in providing for comprehensive personnel services to the people of your organization, then this presentation will most likely apply to you. It seems that most public agencies, in this instance school systems, have been lacking in these services. Perhaps a resultant effect has been the increasing polarization of administration and employee groups. Contract negotiations in the educational systems, strikes, and increasing legislation at the state level have significantly indicated that communication networks are not functioning properly and systems do not exist for effectively managing public education personnel.

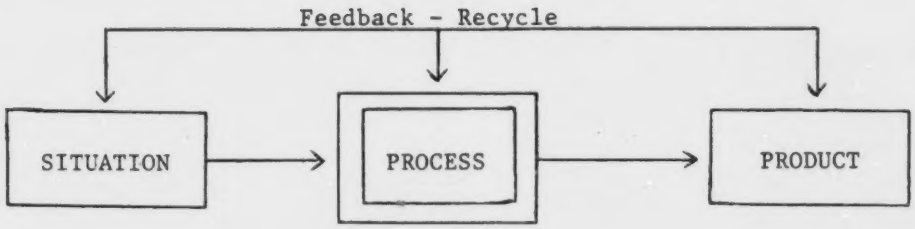
Personnel services might generally imply four basic functions: a) organization development and training, b) employment and orientation processes, c) employer/employee relations and safety, and d) compensation and benefits administration. In many instances the administration of one or more of these functions may exist within, or be completely decentralized to, the operating unit, such as the school, accounting department, et cetera. However, a comprehensive total system must exist for the effective implementation of any of these functions. This is generally the responsibility of the personnel department.

In the Kanawha County School System an effort is being made to develop a comprehensive personnel services program for all employees. The orientation of this presentation (which represents one segment of that program) is a case study of the development of a comprehensive compensation and benefits administration function. It was felt that, in order for the Kanawha County School System to attract, motivate and retain competent personnel, such a function must be provided. Figure I illustrates the activities enabling this program to become a reality.

As can be seen from the illustration the project provides for a continuum. As the organization changes, jobs change and must have implications on the wage and salary administration program.

The focus of this project has been on service personnel in the school district although it is anticipated that similar projects will be replicated for administrative personnel and teaching personnel, so that a total wage and salary program may become a reality.

FIGURE I



- Identify: issues, problems, inequities
- Identify resources
- Identify constraints (law, policy, costs)
- Plan goals and objectives
- Plan alternatives
- Establish process and end products desired

- Communication
- Job analysis: data collection, analysis, description writing
- Review and approval
- Job evaluation (classification)
- Analysis of pay practice
- Market surveys, comparisons
- Pay policy decisions, documentation

- Job descriptions
- Administration guidelines
- Policies
- Financial forecasts
- Wage costs
- Training criteria

SITUATION

Within this school system personnel may generally be classified in one of three areas: a) service (custodians, maintenance people, secretaries, et cetera), b) teaching personnel, and c) administrative and professional support personnel (principals, office administrators, subject area consultants, et cetera). Teaching personnel are paid according to a state mandated pay plan based upon years experience and hours of college credits, similar to that found in many other states. No comprehensive plan has existed for other personnel groups in the area of wage administration. It was determined that due to the level of pay, the inconsistencies in pay ranges, the inequities in hiring rates, the overlaps in job responsibilities, the voids in job responsibilities, and the volumes of personnel, that the group of service personnel should be considered first in any wage and salary administration project. Also due to the lack of available personnel within the Personnel Department for undertaking and maintaining such a project, assistance was solicited from the Planning Department, external consultants, and also various individuals throughout the district to participate in analysis and evaluation of jobs. The time element presented a further constraint. Personnel in other job responsibilities had a minimal amount of time to spend in a project of this nature, information needed to

be collected, analyzed, and a procedure implemented within a certain time frame in order for the program to reflect a realistic situation, and staffing guidelines needed serious attention in many areas.

Basic objectives of the project were established as follows: 1) to establish a wage and salary administration program with internal equity, 2) to establish a wage and salary administration program with external competitiveness, 3) to establish a program which would be easily administered and internally motivating.

Based upon these objectives it was determined that the project should have three major impacts: 1) on communications, 2) on the development steps and 3) on the guidelines for subsequent and continuing administration. The desired end products of the immediate endeavor were projected to be: 1) job descriptions that would eliminate inconsistencies in district functions, 2) policies and guidelines for administration, 3) basic cost forecasts for the coming (and following) fiscal years, and 4) a basis for determining training, hiring, and promotion criteria. The sections which follow deal with each of these elements in specific.

PROCESS

The project process was broken down into several phases each of which was assumed by an individual or committee. These phases were communication, job analysis, job evaluation, analysis of internal pay practices, analysis of external pay practice, and policy and guidelines documentaion.

Communications

Initially an advisory committee of central administrators was established to plan and monitor the overall project. From this committee a project manager was named to tie all phases together and control communications and assignments. Communications assumed a very high priority due to the need for accurate job information, the sensitivity of personnel in the area of wages, jobs, and evaluation, and the determination to eventually delegate comprehensive responsibilities for personnel management and costs to the supervisory levels (rather than retain it in the Personnel Department). The focus of assignments, general information, and status reports was to be toward 1) project participants (committees and individuals), 2) supervisors of the jobs affected by this project, 3) the incumbents in jobs affected by this project, and 4) all other personnel in the district.

The effect of the initial planning session was to document the rationale and project objectives, determine the jobs which would be included in this project, establish a time-line for the development of the program, establish committees for job analysis and job evaluation, and determine area firms which would be contacted for job, wage, and benefits information. The advisory committee was assisted by an external consultant whose primary responsibility was to provide resources by collecting external job information and participating in job evaluations.

Job Analysis

A job analysis committee (8 members) was chosen from various administrative offices and school principalships who represented resources for the employee groups considered in the project. These individuals were trained for two days in job analysis which consisted of the following basic steps:

a) job information collection
b) job review (and restructuring)
c) job description writing
d) description review

Analysts were assigned by geographic areas to explain the project to supervisors who thereupon disseminated questionnaires, collected, and reviewed position information. After collection the analysts were assigned by job families to review questionnaires and restructure jobs as necessary. (Note: A position is assumed by one individual whereas a job is a group of one or more positions performing similar duties requiring the same qualifications.) Descriptions were then written for each job, which were reviewed by supervisors and incumbents for accuracy. At this point the completed descriptions were turned over to the evaluation committee for review, point evaluation, and ranking.

The format used for writing the description was as follows:

A. Heading - title, division, department, number of incumbents, date, approval signatures
B. Description Summary - synopsis of the total job
C. Dimension - responsibilities for equipment, facilities, and personnel
D. Duties - functions and activities of the job
E. Qualifications - minimal requirements for assuming the job
F. Principal Accountabilities - major process objectives of the job

Job Evaluation

Whereas the job analysts' responsibility was an ongoing one until all descriptions were written, the job evaluators operated in a series of sessions called when sufficient descriptions were ready for evaluation. Intent of this phase was to objectively index each job by assigning a point value to each element of the job. The total points of a job represented its relative position with other jobs in the system. The basic elements of a job were defined as:

1. managerial requirements - responsibility for people
2. technical or procedural requirements - level of duties
3. thinking requirements - repetitive, interpolative, etc.
4. thinking environment - routine, standardized, etc.
5. magnitude - responsibilities for dollars or facilities
6. freedom to act - degree of personal or process controll
7. impact of job - task oriented, advisory, primary responsibility, etc.
8. working conditions - effort, hazards, and general environment

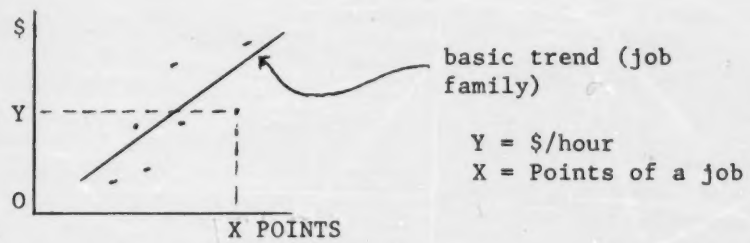
The preference of this system of evaluation to other methods was determined by its relative objectivity. By looking at the parts of a job and weighing them against a common scale and benchmarks, fine lines of comparison could be identified and measured. Conversely if two jobs as a whole were compared and ranked with relation to each other, differentiation might not have been as concise.

Following evaluation, all jobs were ranked according to assigned point value, and this ranking was cross-checked for discrepancies.

Analysis of Internal Pay Practice

Following the description and evaluation of jobs, the present status of the school system in wage and salary administration was identified for the jobs in consideration. This meant that the jobs in each job family were charted to determine trends of point values against present wages paid. Figure 2 illustrates this analysis.

FIGURE 2

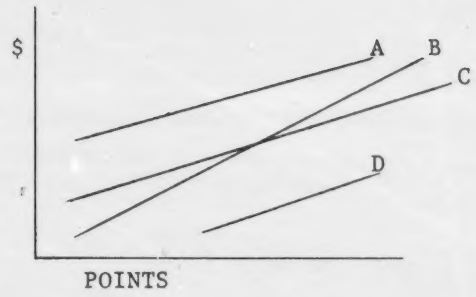


This analysis enabled observers to see what jobs were being paid too much or not enough in comparison to other jobs. This information above was not enough for personnel management to determine equitable pay ranges. The school system practice needed to be compared with competing labor markets.

Analysis of External Pay Practice

An area survey was conducted to determine what organizations competing for similar jobs paid their employees. This survey was not based upon comparison of job titles, because they did not identify the nature of the job, rather on a brief description of job responsibilities and requirements. These brief descriptions of benchmark jobs were provided to other organizations who indicated how many people occupied that job in their organization, what the average pay was, and what the pay range for the job was. Based upon this information for many jobs and from several organizations, the following comparisons could be made with practices of the school system.

FIGURE 3



A. trend of Company A
B. trend of Company B
C. School System trend
D. trend of Company D

At this point, decisions could be made on what status the school system desired to take in relation to the total job market. This type of cooperative external comparison is undertaken annually by most firms to insure comparable status in personnel management.

Policy and Guidelines

With this supply of information decisions were made in the areas of: 1) relative position in the labor market, 2) pay ranges for jobs, 3) procedures for implementation in the face of state-wide cost of living increases, 4) procedures for implementation without cost of living increases, 5) how to administer wages to various job families which had differing trends internally and externally, and 6) how to administer wages to presently underpaid or overpaid positions upon implementation.

Based upon these decisions, guidelines were now able to be established to control the management of the total wage and salary administration program.

PRODUCT

Comprehensive job descriptions were written and evaluated for the following areas: 1) maintenance, custodial, and warehouse personnel; 2) transportation personnel; 3) food service personnel; 4) secretarial-clerical personnel; 5) data processing personnel; and 6) other related positions. Approximately 100 jobs represented about 1,800 personnel of a generally non-exempt, non-administrative, non-certified nature in a school system.

From the information collected and the subsequently written job descriptions, an explicit rationale was provided for personnel management to establish criteria for hiring, promotion, transfer, assignment, training, and organization development in all divisions of the school system.

A reference was also provided for the establishment of board policies and administrative regulations and guidelines to manage certain personnel functions equitably and comprehensively. A system was also provided for controlled administration, determination, and forecasting of personnel costs for the 1,800 positions in the organization.

THE PROGRAM

In Kanawha County we are now in the last stages of initial development of this wage and salary administration program. Effective implementation and management of a system such as this should provide a basis and rational for extending the program to other employee groups in the district.

Additionally the availability of accountability objectives for each job should provide a basis for extending the scope of this project into performance and organizational evaluation. One reference will thereby exist for determining cost-effectiveness of district services based upon personnel inputs to operations. This ultimate system should provide for establishing accountability of organization personnel to district services.

Acknowledgement is given to Hay Associates, Management Consultants for their services in this project.

Wall Township Public Schools
Wall, New Jersey

WALLPAC - INNOVATIONS IN MANAGEMENT - PACKAGES TO IMPROVE A SCHOOL DISTRICT

Prepared by:
Harry W. Baldwin
Project Director
Alvah M. Kilgore
Curr. Coord.

During the 1971-72 school year, one of the authors became involved in the national field test of a program planning and evaluation kit developed by the Center for the Study of Evaluation at UCLA. Involvement lead to the writing of an ESEA Title III project currently called WALLPAC.

WALLPAC is an acronym for the district name (Wall), and for systems management packages that are being developed, piloted and implemented within the district. The ultimate outcome will be a series of packages concerning various elements within the school district that can be adopted by other systems as a means to meet their budgeting, planning and evaluation needs.

The total project includes nine major elements (see the attached organizational chart). Each of these has its own "Packages" for achieving the sub goals of the district. The range of activities touches on almost all aspects of the school community, from student and community participation to training packages for administrative and teacher development and budget preparation.

To aid in defining the various components of the subject, each element is developed as follows:

THE G SERIES - GOAL SETTING

In this series of activities, existing models, modified existing models, and new models are used to determine district-wide goals. The first phase of the goal setting process utilized the kit from the Center for the Study of Evaluation at UCLA. It involved the ranking of 106 goals for elementary schools, K-6, and included data from parents, teachers, students, lay community members, board members and administrators.

The second phase included the involvement of the same school community groups, (in most cases, however, different people), to develop district-wide goals that included the K-12 spectrum. A search was made to determine what existing techniques where available, and it was decided to utilize the Phi Delta Kappan goal setting process, both in its original format and also with some modifications. It was felt that the Kappan series of goals could be termed "Super Goals" and that the CSE elementary goals and subsequently their secondary

goals could be subsumed under the "Kappan Super Goals".

In both instances the school community was asked to rank order the goals and through a statistical analysis we were able to develop a consensus on the ranking goals and also we then determined how each sub group within the community ranked the goals. In addition to the ranking process, each participant was asked to subjectively estimate how well they thought the school district was meeting each super goal.

THE A SERIES - ASSESSMENT OF CURRENT PROGRAMS IN TERMS OF GOALS

Each school district has various methods for determining what programs are to be taught, how they are to be taught, how much money should be allocated to each, etc. It has been the experience of the writers that these tasks have usually been approached on a perceived needs basis, i.e., "feeling" that something needs to be changed - or improved. At best, the only data, usually available, related to results of National Norm Reference Tests. These provided some general indicators of performance in terms of standard curricular areas and grade levels.

The assessment packages that are being developed in this project relate directly to the district-wide goals and sub goals. The goals deemed most important were given priority and school programs were then measured to determine if, indeed, we were achieving these goals.

Various methods, including Norm Reference Tests, are being utilized to determine what discrepancies, if any, exist between our current programs and goal attainment.

Some areas, especially in the affective domain either do not have or have limited assessment instruments available. This has created a need for the project to continue to search for and/or create some type of instrumentation to measure these goals.

THE P SERIES - PROGRAM DEVELOPMENT

Once the discrepancies have been determined, the next step is to develop new programs or alter the current ones so that the gap between goals and performance can be narrowed. This process not only eliminates guess work as to what is needed, but sets priorities for the professional staff and the Board in helping to determine where and when resources should be allocated.

Program changes and development are being accomplished via a series of models, including the CSE Program Planning series, the SPECS III model developed by CASEA, the Research for Better Schools Program Development Materials, Wisconsin Design, M.U.S.E. - I.G.E. formats and some locally developed models.

Inherent in all of these models are procedures for teacher involvement and as a result there is high commitment to the programs being developed and to the developmental processes themselves. The range of involvement includes the assessment of the professionals' knowledge, in-service programs to provide the skills necessary to develop new programs and involvement in program development and evaluation.

THE S SERIES - MANAGEMENT INFORMATION SERIES

As an outgrowth of the aforementioned activities, some systems had to be developed to handle the input and retrieval of the quantities of data needed to carry out the tasks which they generated. Therefore, using our on-site IBM 1130 computer, programs were developed to hold data on students, professionals, facilities and community members. Random retrieval and report writing capabilities have been developed to provide an array of varied data outputs.

THE B SERIES - PROGRAM BUDGETING

The traditional object budget could not pull the fiscal data together that would give us the necessary information on each program breakout. Therefore, it was decided to implement program budgeting following the development and format designed by the Center for the Advanced Study of Educational Administration at the University of Oregon. This system is called SPECS, (School, Planning, Evaluation and Communication Systems). Component I of SPECS requires a systems analysis of the districts on-going program activities. This has been completed and flow charts and data sheets for each program have been developed.

Component II of SPECS is the development of actual program budgeting and accounting procedures. These are currently under way.

THE E SERIES - EVALUATION

The accountability factors involved in education today mandate that evaluation become an on-going part of any program. The EPIC Corporation is the primary evaluator of the total WALLPAC project. In addition to the work by EPIC, evaluation models are being developed, piloted and used in an attempt to determine the effectiveness of each element and sub-element of the project. Once these evaluation processes have been set up, they will also become "Packages" that can be disseminated to other districts.

THE D SERIES - PRODUCT DEVELOPMENT

This phase of the project deals directly with the identification and development of the various packages that will be the output of the project. One such product is almost ready. It is the PREP Criterion Referenced Test model, developed and piloted

with consultant help from the General Electric Corporation. The central activity of PREP is the development, by teachers, of criterion reference tests to measure specific program objectives. A series of tests are developed and administered. Differences are noticed and programs adjusted according to observed needs. Testing continues on an interval schedule. The PREP model is computer based.

Other products involving various aspects of the program will be forthcoming.

THE I SERIES - PUBLIC INFORMATION

This phase of the project includes activities to disseminate information concerning the project to various interested or potentially interested groups.

THE M SERIES - MANAGEMENT PACKAGES

Systems for managing the project and all of its ramifications had to be developed. Administrators working in the district are developing skills and processes necessary for all of the elements to become effective. This concept, then becomes another "package" that will provide management skills and concepts that are necessary for total program implementation.

CURRENT STATUS

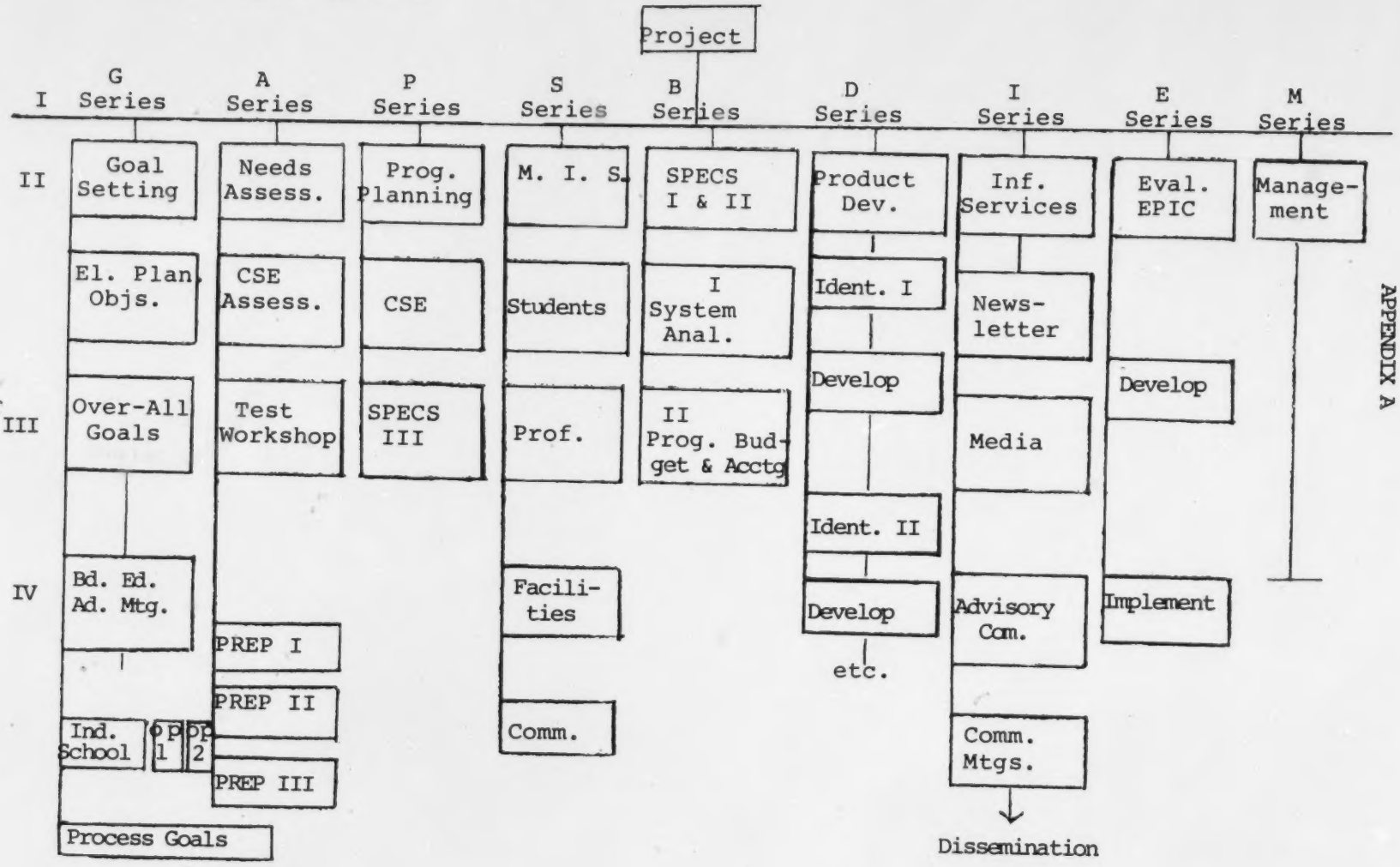
The project is in the second year of a three year term. To date, elementary goal setting has been accomplished, district goal setting is nearing completion. Program assessment is being done and discrepancies noted. Some programs are being developed and new models are being piloted. The budget is being recast and evaluation techniques developed. The many phases of the project are occurring concurrently. The models that have proved effective are being transferred to other areas, the skills being learned are being applied on a daily basis.

Although we are not sure of the specific outcomes of each project element, at the time of this writing, the data collected to date has been encouraging and leads us to believe that ultimately we will have products and processes that will aid our district and others in meeting the modern educational needs of the typical school community.

For further information contact the WALLPAC office, P. O. Box #1199, Wall, New Jersey or call (201) 681-3345.

Project Director: Harry W. Baldwin

WALLPAC Project 1973-74



Shaker Heights, Ohio

THE SHAKER EXPERIENCE IN INTEGRATION: AN EVALUATION

Prepared by:
Richard Manning
Director of Elementary Education

In February,1969, Schools' Superintendent John H. Lawson, unveiled a proposal to integrate all of that city's elementary schools through a voluntary busing program. Shaker Heights, suburban to Cleveland Ohio, comprised of families largely from the middle and upper socio-economic classes, had experienced a migration of many black families from the central city. Of its nine elementary schools, 44 year-old Moreland School had reached a composition of almost 90% black pupils.

In presenting the Plan, Dr. Lawson stated, "A number of studies have shown that friendship and understanding between blacks and whites are much more common when they have gone to school with one another. The achievement of lower-class children is raised significantly by placing them in a school with a predominance of middle-class children. No loss in achievement of middle-class children results." Moreland traditionally had ranked last in overall achievement among the district's nine buildings. While many of the children compared well with other Shaker children, there were more learning problems there.

After a series of community meetings during which the recommendations were both cussed and discussed, praised and condemned, the Board of Education agreed to implement the Plan for a three year period.

The Plan was to disperse Moreland's 4th, 5th and 6th graders among the six predominantly white elementary schools, while at the same time encouraging white parents of youngsters in those six schools to agree to send their youngsters to Moreland School. About 230 youngsters were involved, resulting in Moreland's racial balance approximating 50% and each of the elementary schools achieving at least a 10% make-up of black children.

After three years, a final evaluation report was made. An evaluation committee of some 20 members was formed that immediately set about to assess three major areas: 1. academic achievement; 2. reactions of teachers, parents and students; and, 3. cost. This article will briefly review the results of that evaluation.

Academic Achievement

Academic achievement testing was administered to all students in the 4th, 5th and 6th grades with these findings:

> In the third year of the Plan, the average gains in academic achievement of Shaker students in grades 4, 5, and 6 exceeded expected gains, according to the test publisher's

national norms of the standardized achievement tests which were administered to all students at these grade levels in the school year 1972-73. This finding is consistent with the results reported for the Plan's first and second years and also with the typical Shaker pattern of student achievement in years prior to adoption and implementation of the Plan.

The outcomes of the 1972-73 academic achievement testing are reported in the same manner as in the first and second interim reports, by grade level for each of four groups of students:

1. All Shaker students in grades 4, 5, and 6.
2. All black students in grades 4, 5, and 6 who were voluntarily reassigned from Moreland to other elementary schools in the district.
3. All white students in grades 4, 5, and 6 who were voluntarily reassigned to Moreland from other Shaker elementary schools.
4. Resident students in grades 4, 5, and 6 who remained at Moreland School.

Since this report deals with the academic gains made by students in grades 4, 5, and 6 in the seven month period from the fall to the spring test administrations, results are reported only for those students who were present for both testings. Students who moved into Shaker after the fall testing and those who left Shaker prior to the spring testing are not included.

Two of the major conclusions were:

1. The test data clearly show that on the average Shaker students in grades 4, 5, and 6 who were involved in the Shaker Schools Plan made more than the national norm expected academic gains or growth in each of the three years in which the Plan was in effect.

2. Achievement gains for all Shaker students in grades 4, 5, and 6 were higher in the third year of the Plan than they were in either of the two previous years. Also, in the Plan's third year, students in all four categories equalled or exceeded national norm-expected gains, the only year in which average achievement gains were so consistently high in all four student categories.

Teacher, Parent and Pupil Reactions

Questionnaires were submitted to parents and teachers and pupils. Rather than review all of the data, let it suffice to say that reactions from parents and pupils were generally favorable. So, also, were those of the teachers.

Perhaps, most significant among the findings, is that Shaker teachers responded positively and successfully in implementing the Plan. Over the three years, the average percentage of teachers of grades 4 - 6 who felt that they had received "enough information about the Shaker Schools Plan prior to the opening of school," was 81%. That same group of teachers -- the ones most directly involved -- did not feel that they "needed help in understanding the black student" since an average of 84% over the three years so responded. This high response is probably largely attributable to the in-service Saturday and evening meetings for teachers that were held throughout the three years of the Plan. Since the paramount objective of an integration activity is to have students of different races working harmoniously together, the response to the question, "Do you feel that reassigned children in your school were accepted by fellow students?" was most interesting. Again -- as a three year average -- 84% of the teachers of the classes involved felt that the children were accepted. Throughout the tenure of the program, the great majority of teachers evidently had no "difficulty in relating to parents of black children," since 82% so indicated.

At the conclusion of the first year, a majority (53%) of teachers of the grades most directly involved (grades 4 - 6) indicated that "disciplinary problems (had increased) as a result of the reassigned children." As the Plan continued, however, there was a substantial decrease in the number who felt that way. The second year's percentage was 51, and at the end of the third year, the figure was a significantly lower 32%.

Perhaps, the greatest problem encountered in the integration plan was providing for the reassigned children's participation in before and after school activities. In order to allow reassigned pupils to remain after regular school hours to participate in such things as physical education activities, student council meetings, French Club, Drama Club, etc., a late bus run was scheduled for each building one day during the week. Also, many of these activities were scheduled during the noon hour. Even with these provisions almost half (48%) of the teachers in the three years felt the reassigned children's participation in before and after school activities was affected.

In summarizing the results of the three administrations of the teacher questionnaire, it would be valid to conclude that Shaker teachers strongly supported and successfully implemented the program. It seemed evident after the initial year that the Plan was progressing so smoothly that staff members generally considered the program routine; a regular, accepted part of the schools' operation.

Perhaps, transcending even the largely positive results of the voluminous data from the teacher questionnaires is the recounting of this happening:

> In one of the receiving schools that had been, historically, an all-white school but now had 10% black children as a result of the Shaker Plan, a <u>black</u> girl was elected president of the school by the student body. It may be that the children themselves, after all, are the best evaluators.

Cost

The Shaker Schools Plan was supported by a three-year Ford Foundation Grant. Income and Expenditures were:

FORD FOUNDATION GRANT

School Year	Original Budget	Receipts	Expenditures
1970-71	$ 52,000.00	$ 52,000.00	$ 48,076.02
1971-72	55,120.00	52,076.02	54,592.68
1972-73	$ 58,427.00	$ 57,119.68	$ 57,208.53

Income listed does not include $47,562.00 received each of three years from the federal government for in-service training for teachers. The Shaker Schools Plan made the district eligible for that grant.

In addition to Ford Foundation Grant funds, the district made expenditures charged to the Plan for:

	Transportation Operating Costs	Luncheon Supervision	Equipment
1970-71	$ 8,100.00	$ 9,000.00	$ 4,353.00
1971-72	8,100.00	9,000.00	0
1972-73	$ 8,100.00	$ 9,000.00	0

After the three year experience and the resulting evaluation, it was determined that the program would no longer be experimental; and, consequently, is now a regular part of the operation of the Shaker Heights City School District. Perhaps one of the most important results of the Shaker Plan was and is its demonstration that schools can be successfully integrated through busing - given the commitment and energetic efforts of a community's parents, teachers, administrators and school board.

Copies of the full evaluation report may be obtained by writing to this school district.

Boston Mountain Cooperative
Arkansas

PROGRAMS IN RURAL COOPERATIVES

Prepared by:
E.P. Rothrock, Director
Boston Mountain Cooperative

Cooperatives are a rural institution ranking in popularity with country music and parity. They are so well established that people no longer think of rural electrification as being a cooperative venture or remember that established brand names like Sunkist and Riceland are representations of marketing cooperatives.

Oddly, with general rural acceptance of the cooperative, the idea of school cooperation has developed only quite recently. It has grown not as an extension of other committments to group action but rather as a solution to an otherwise unapproachable problem. This is how to maintain local school control in the Jeffersonian sense, while providing equivalent educational opportunities to those of more populous and wealthier areas. For rural areas are poorer, are forced of necessity to spend more money on transportation and can justify fewer courses of study because of smaller school size. Yet many of their graduates will predictably migrate to urban areas upon graduation and be expected to compete with products of more favorable school situations. The problem of upgrading rural education therefore becomes critical.

Thus, with the existing model of a cooperation close at hand, it is only surprising that it took school districts so long to copy it.

By a school cooperation is not meant an intermediate district nor a Cooperation Educational Services Board established by law and supported, at least in part, by state funds. Rather, it means a voluntary association of independent districts to broaden the curricular offerings and opportunities for young people. In recent years, Arkansas and other rural states have seen the development of several of this latter variety and their record is remarkable.

There seems to be three kinds of voluntary cooperatives emerging: 1) the single purpose organization 2) the limited purpose association and 3) the mature, umbrella cooperative. All three have grown and all met the needs of the member schools.

The Single Purpose Association

There are several good examples of these but two will suffice. First, the cooperative formed to maximize the effect of Title I, ESEA aid. Benton County Arkansas is a prime example of this: Rather than attempting to justify full time personnel in one district for a limited group of children, sharing them makes far more sense economically and practically.

Second, there is the special project association. This means that districts will cooperate on one particular program, usually federally funded at the outset, to improve a single aspect of their offerings. Two excellent examples of this are: 1) the Gentry Career Opportunities Program in which two other districts have joined to train and upgrade the skills of teacher aides. 2) Project Van, in which four districts sponsor four vocational vans which are moved each semester among the schools. This enables each to offer a far broader program than any could have done individually.

The Limited Purpose Cooperative

Some districts are interested in a limited association but one broader than a single program. As a result, organizations such as the Buffalo River Cooperative have emerged. This group has developed ways of cooperating on Title I, ESEA, conducted a study of educational need and opportunity under the sponsorship of the Ozarks Regional Commission and developed a career education program in conjunction with the Division of Vocational Education of the Arkansas Department of Education. Other programs have been considered, some rejected and the possibility of others are being pursued.

The Umbrella Organization

In one instance, the advantage of joint approaches to problem solving has been so well accepted that the results have become startling. For this word describes the accomplishment of the Boston Mountain Cooperative, and organization which consists of seven districts in two rural counties which in but five years of existence has developed into a sort of educational conglomerate. One feature of it seems a paradox. Districts have the option of joining the program or not. Thus, a member school may retain its affiliation but not participate in a given program. This emphasizes the essentially free association but also permits maximization of the kinds of programs within a district which that district feels it needs without spending energy on others it doesn't want.

To date, the Boston Mountains group has developed an impressive list of projects:

1) Cooperative, Title I, ESEA Programs

2. Both summer and year-round programs for the children of migrant families. For although the need for temporary farm workers has lessened in Northwest Arkansas since poultry and cattle replaced fruits as the major farm crop, they are still present. Hence to try to compensate for spotty attendance the Cooperative has developed an individualized methodology directed at allowing such children to maintain proper age/grade placement.

3) Project Child. This program, now in its third year of operation was described in the 1972 APSS Yearbook. Funded by Section 306 of Title III, ESEA it is directed at individualizing reading, sciences and social science for the first six grades through packets and is governed by a rather sophisticated management system which provides for both traceability

and accountability. It has produced change in a remarkable fashion. Baseline data had revealed that the average achievement test score for the children in the six schools involved was at the third stanine on national norms. By the end of the first year this average was at the fifth stanine and by the end of the second year, many primary level classes were at the seventh. An additonal grant to disseminate the successful practices of this program is currently under negotiation.

4) Project Vega. This is just beginning and funded partly through local funds and partly by Act 611 of the 1973 Arkansas legislature. It consists of four vocational vans in the areas of Electro Mechanical Trades, Graphics, Automotive and Small Engines and Health Occupations.

These will move between the four cooperating schools each semester offering a complete program every two years.

5) Project CAP. CAP in this case means Career Awareness Program. Capitalizing on the expertise developed in packet making in Project Child, the same six districts aided by state Title III are developing a career education program. As with the earlier program the packets are looked upon not only as a method of individualization but also as a vehicle to base the concepts to be learned on rural experience not suburban or urban as found in commercially available materials.

6) Ozarks Training Corporation. Four of the districts have founded a Manpower Development Training Contractor. A non-profit corporation, its income reverts to the school districts. As far as can be ascertained it is the only such Contractor in the nation and its purpose is to help serve former students and other members of the public to provide jobs and upgrading in these jobs.

The question is usually asked as whether these programs and services could not be as effectively, if not more effectively, offered if the districts were consolidated. The answer is that rural residents resent and resist the concept of consolidation. This is partly due to local pride but also to the fact that attendance areas would have to remain in existence regardless of administrative shifts. The net result would be the school and students remaining where they are but losing local input and interest. Therefore if local support is valued rural schools have no other valuable option for improvement than cooperation.

It may be suggested that the level of service exemplified by the cooperative's programs are not being offered to young people in larger and more affluent districts. Doubtless this is true and it demonstrates that with outside seed money rural schools can provide a very equivalent education.

Section III: Cultivating Staff And Developing Curriculum

1. A Behavior Management Workshop For Elementary Teachers
   (Watertown, South Dakota)

2. Adjunct Faculty
   (Newport Beach, California)

3. Volunteers In Public Schools
   (Henrico County, Virginia)

4. Selection Of Instructional Materials
   (Cedar Falls, Iowa)

5. Individualized Inservice Training
   (Delaware, Ohio)

6. The Use Of The Reading Resource Teacher
   (Chesapeake, Virginia)

7. Curriculum Revision Based On Objectives
   (Lynnwood, Washington)

Watertown, South Dakota

A BEHAVIOR MANAGEMENT WORKSHOP FOR ELEMENTARY TEACHERS

Prepared by:
Russell W. White
Director of Instruction

INTRODUCTION

We have children in our school system who are not assigned to our special education program, but who are not achieving up to potential because of behavioral problems.

We believe a workshop for the purpose of training teachers to use behavioral modification techniques in their classrooms with children will enable these children to more nearly achieve at the level we believe them capable of achieving.

We have identified forty children in this category, some having very minor behavioral problems and some rather severe. This project has been developed as a Title VI-B federally funded program.

We believe that if this program proves successful we will be able to handle a larger percentage of our children with behavioral problems in the regular classroom.

GOAL

The goal of this project is to provide an in-service program for teachers in grades K-6 to enable them to use behavior modification techniques in the regular classroom.

We presently have three self-contained special education classrooms. One of these rooms is for the trainable, one is for the elementary educable and one is for secondary educable students. We believe some of these children, with modified behavior, could remain in the regular classroom.

We expect to eliminate a child's undesirable behavior sufficiently to enable him to profit from regular classroom instruction among his peers, thus making it unnecessary to put him in a special education class.

MAJOR OBJECTIVE

The overall general objective is to train teachers in kindergarten through grade six in behavior modification techniques in order that they will be able to modify the behavior of students in their classrooms.

SPECIFIC OBJECTIVES

1. The students will be identified as handicapped through a process including I.Q. testing, psychological testing when appropriate, base-lining procedure of observing and recording behavior, observations of the classroom teacher, school records of attendance and achievement, and parent conferences. Each of these will contribute in identifying the nature and severity of each child's handicap.

2. Each teacher will work with at least one specific student in his classroom as a matter of record in the process of learning behavior management techniques, although others in the classroom will be influenced by the activities.

3. Each student's needs will be different and, therefore, the teacher, in cooperation with either one or both consultants, will develop a student's individual program to meet his particular needs.

4. The workshop will familiarize each teacher with available, appropriate, instructional materials.

5. Referral options. A team of the consultant and the teacher, and in some cases the parent, will, after reviewing the accumulated data on a child, determine whether he should be referred to other services. The services we expect to make the most use of are the Mental Health Center for additional testing and consultation, our Title I program for tutorial help or motor skill development, our special education program, speech therapy and the school nurse for physical needs.

6. We plan to develop a system of records for each student, including his previous school record, both psychological, intelligence and academic, baseline observe-and-record information, his individual needs, his individualized program, his progress, and recommendations for continued services.

ACTIVITIES

We have obtained the services of two consultants who will conduct the major part of our workshop and who will be available for consultation with the teachers at regular intervals throughout the balance of the year. They will be available for classroom visitations to observe the students upon request. They will also, on these visits, observe the teachers and consult with them from time to time concerning techniques and methods of observation, methods of recording information, and methods of evaluation that are concerned with behavior management. They will also schedule meetings bringing together parents, teachers and consultants when considered beneficial. These two consultants are members of the staff at

the Mental Health Center in Watertown, South Dakota, and they have special training in behavior management techniques. These consultants will plan individualized student programs with the teachers and will help in selecting appropriate materials. They will also select and train unpaid parent and/or secondary student volunteers to be used as aides in this program.

Each teacher will work specifically with one or more students in his own classroom and, on May 1st, will present a final summary report on each of these children which will include his behavioral problems, the techniques used and the progress made.

We are planning our in-service program for our entire elementary staff to include five extended in-service meetings during the course of the school year. A portion of each of these meetings will be used to make plans for dissemination of information concerning this project and its development to all teachers in our elementary schools.

Each of the forty teachers involved in this program will participate in all of the workshop sessions. We are also planning specific workshop sessions for the teacher aides and/or volunteers that will be participating in this project.

Parents of these children will be involved in the program in appropriate ways, depending upon each child's problem.

Our workshop plans special sessions with the principal of each of the six elementary buildings to keep them informed of the program and its progress.

EVALUATION

We will use both pre-tests and post-tests, together with baselining techniques and observations by the teacher, the parent and the consultants, for recommending additional therapy.

We expect to evaluate the results of our total program and give serious consideration to the employment of a behavior modification specialist on our faculty to work with our entire elementary program for the coming year in hopes that we can keep more and more of our so-called special education students in the regular classroom.

ADJUNCT FACULTY

Prepared by:

Cora J. Schultz
Project Manager

INTRODUCTION

The Need

The Newport-Mesa Unified School District has established an Adjunct Faculty based on the recognized need for supplementing the instructional program with persons representing contemporary community and consumer resources. Various student, teacher, and parent attitude surveys exposed this need for additional options designed to increase the relevance of today's education.

The Plan

Approximately fifty members were identified to be the original members of the faculty. These people were nominated by district and school staff members, contacted by the district project manager and selected upon interest, appropriateness of subject and availability. Books were prepared for distribution to all schools giving for each member his name, present position, alternative topics for presentation or discussion, the instructional levels at which he would participate, a brief description of his background and interests and a casual picture.

Request forms are provided in each book so that teachers may identify a person meaningful to the class and submit an immediate request. All contacts are made and scheduling done through the manager's office. Guidelines and evaluation forms are presented to both teachers and Adjunct Faculty members to continually increase the effectiveness of the program (see example included).

The Future

Plans are designed to increase the Adjunct Faculty to approximately 100 members. Eventually, supplemental aspects will be included such as a more extensive list of career persons who would be willing to be contacted directly by students, a roster of staff members employed in the district who have special interests, talents or knowledge that could be shared in alternative situations, and a roster of students who have expertise to share with other students.

Outcomes

Program Outcomes

To provide a system to teachers in the Newport-Mesa Unified School District, K-12, for involving persons from the community of outstanding expertise to relate their experience and knowledge to students as a supplement to instructional programs.

To increase student's awareness of and knowledge about areas related to the district's instructional goals, related to career and vocational opportunities, and related to potential options for the use of a person's time and life.

To provide a system for increasing the effectiveness, relevance and alternative nature of the Newport-Mesa Unified School District instructional program.

Student Outcomes

Students will demonstrate increased understanding of knowledge and skill areas as presented by experts in areas that relate to our Statement of Educational Principles.

Students will become more familiar with various life styles, see now an individual's life is affected by his work, develop values by seeing what a person has made of his life and how, and eventually relate these possibilities of what can be accomplished to his own life.

Students will demonstrate increased awareness of career opportunities and leisure time activities in our community and in the world by being exposed to persons actively engaged in these areas.

Program Description

The Adjunct Faculty consists of a range of people representing such diverse areas as: a supreme court judge, a world famous artist, a sail-maker, a space program expert (who brings his own space suit and equipment), an African safari director, a market manager, and numerous other unique and purposeful areas.

Classroom presentations are also varied in nature, ranging from informal discussions to audio-visual presentations. The audience size varies from a few interested students to large group classes.

Several members of the faculty have already presented suggestions and opportunities for students to participate in some activity at their place of business, on their campus, or at sites other than the classroom.

The potentials for the use and benefits of this kind of interchange are constantly being increased and expanded.

Conclusion

The sense of commitment to young people many of these experts have expressed and the openness on the part of the young people to respond to these ideas has been exciting and dynamic. The real benefits, therefore, are two-fold. Students' school experiences are being richly supplemented by the knowledge and experience the experts are providing. At the same time the experts are gaining much awareness of youth by communicating with young people on such a personal basis. Today's student is aware of and often very involved in the issues of his time. An interchange of ideas with successful community members has proved to lend perspective and enlightenment to both participant groups of the project.

Guidelines for Teachers Employing The
Services of An Adjunct Faculty Member

1.0 Teachers employing the services of an Adjunct Faculty Member will be responsible for properly preparing their class before the presentation.

1.1 The students should be well-motivated so that their enthusiasm, interest, and empathy with the speaker will be obvious and natural.

1.2 Background information on the subject content of the presentation should be thorough and conclusive.

2.0 The teacher employing the services of an Adjunct Faculty Member should be present during the presentation and will be responsible for any control and discipline that might be involved.

3.0 Teachers employing the services of an Adjunct Faculty Member will be responsible for meeting with this person previous to his presentation. (In some cases, this may be handled by a phone call.)

3.1 A common statement of purpose should be considered as to what the teacher wants the speaker to contribute as well as what the speaker wishes to accomplish.

3.2 Content should be discussed and agreed upon.

3.3 Helpful communication ideas are important to consider as the speaker may not be familiar with teaching procedures and methods.

3.4 A physical set-up of the classroom which will be most conducive to the particular learning situation should be decided upon.

4.0 Evaluation forms for both the teacher and the visiting Adjunct Faculty Member will be available and should be filled out and returned to this office.

Welcoming Letter--Guidelines for Adjunct Faculty Members

The Newport-Mesa Unified School District wishes to welcome you as a Charter Member of the Adjunct Faculty. Our expectations are great concerning the success of this project. We hope the benefits to be two-fold. We feel that the knowledge and skills you will be transmitting to the students will be a rich supplement to the academic program. At the same time, we want very much for you to feel the satisfaction of understanding and communicating with the young people in our schools. They, too, have a great deal to contribute to our present society.

We think it would be helpful to your success in the classroom to make several observations concerning our youth and the general educational climate that is now prevalent. Today's student is aware and often very involved in the issues of his time. He wishes to explore them in all their ramifications. He is not to be put off. He wants to hear respected authorities. He wishes to be accepted as an adult and dealt with in such a manner. He wants to voice his opinions and feelings and to have them listened to and judged on valid grounds. Too, it is important to note that not all students are college oriented. The traditional formula for success, which included a degree, has yielded somewhat.

Previous to your classroom presentation you will meet with the teacher involved. At this time helpful suggestions can be offered on both sides. General content, procedure and objectives can be discussed. It has been found that learning proceeds at a faster rate and is more effective if structured on a non-lecture basis. Student participation and an interchange of ideas are important. The various teaching methods you might want to utilize can be considered at this time.

We look forward to your participation on our Adjunct Faculty Staff. If there are questions we can answer for you please contact Cora Schultz's office, McNally Instructional Services Center, at 645-1100, extension 28.

Teacher - Evaluation Form
Adjunct Faculty Program
Newport-Mesa Unified School District

1. Teacher _____

2. School _____

3. Grade Level _____

4. Name of Adjunct Faculty Member _____

5. Subject matter of the presentation _____

6. I felt the content of the talk:

_____a. Was above expectations and greatly enriched our course of study.
_____b. Helped to further implement the curriculum
_____c. Was disappointing and somewhat inadequate
_____d. Was of poor quality

7. The manner in which the speaker spoke was:

_____a. Above the heads of most students
_____b. At a level the students could understand
_____c. Far below the students' ability to comprehend

8. The material presented was:

_____a. Clear and easy to comprehend
_____b. Sometimes clear, sometimes too complex
_____c. Too complex for the students to understand

9. The following methods were used:

_____a. Lecture
_____b. Discussion
_____c. Demonstration
_____d. Audio-Visual
_____e. Combination - Please specify _____

_____

10. I think the students seemed to be:

_____a. Very enthusiastic
_____b. Interested
_____c. Somewhat bored
_____d. Very bored

11. I think the presentation was:

_____a. Considerably too long
_____b. Slightly too long
_____c. About right
_____d. Not long enough

12. The physical set-up of the room was:

_____a. Satisfactory and conducive to a good learning situation
_____b. Unsatisfactory. If so, please state why._____

_____

13. I felt the meeting between myself and the Adjunct Faculty Member previous to the presentation was:

_____a. Very helpful to both sides
_____b. Was particularly helpful to me
_____c. Was particularly helpful to the Adjunct Faculty Member
_____d. Unnecessary

14. How would you improve this session? What would you change or omit?

_____

_____

_____

15. Would you recommend this person for another talk? If so, at what level (s)?

_____

16. General Comments:_____

_____

_____

Adjunct Faculty Program
Evaluation Form
Newport-Mesa Unified School District

1. Name _____

2. Profession and/or Career _____

3. Subject Matter of Presentation _____

_____

4. What was the purpose of your talk? What specifically did you wish to contribute? _____

_____

_____

5. Do you feel you accomplished your goals? Yes____ No____

If not, why not? _____

_____

6. Do you feel the students grasped the significance of your contribution?

Yes____ No____

If not, why not? _____

_____

7. Do you feel that the meeting with the teacher previous to your presentation was helpful? Yes____ No____

Was there anything you wish you had been told before your talk? ____

_____

8. What, if anything, could the school district do to help you better accomplish your goals? _____

_____

9. The classroom control during my presentation was:

_____a. Excellent
_____b. Satisfactory
_____c. Unsatisfactory

10. The students appeared to be:

_____a. Very enthusiastic
_____b. Interested
_____c. Somewhat bored
_____d. Very bored

11. The students' background in regards to the material I presented seemed to be:

_____a. Very good
_____b. Average
_____c. Poor

12. I felt after my presentation that the subject matter I chose was:

_____a. Clear and easy for the students to comprehend
_____b. Too complex and in need of revision
_____c. Often clear but would require some revision in certain areas before delivering again.

13. How would you improve the session? Would you change or omit anything?

_____

_____

14. Are you willing to give another presentation?_____

15. General Comments:_____

_____

_____

_____

VOLUNTEERS IN PUBLIC SCHOOLS

Prepared by:
Jennie J. DeGenaro
Coordinator, VIPS
Henrico County Schools

Introduction

A volunteer program was initiated in Henrico County, Virginia in the Fall of 1973. Volunteer tutors from the community are assisting learning disabled students on a one-to-one basis. Additional volunteer aides work in a media center. Aides construct educational games and teaching devices designed to further individualized instruction in the language arts skill-building area.

The program is financed under Title VI. Henrico County provides the facilities and additional expenses which are not covered under the grant.

A description of this program follows. Quantitative and qualitative data will be available in June, 1974.

I. Major Objectives

A. To determine whether volunteer tutors can make a substantial contribution to a student's affective, cognitive and psychomotor domains.

B. To provide additional individualized, remedial services which are not currently furnished in the Henrico County elementary and middle schools. The target population will include both elementary and middle school students who have been identified as being learning disabled.

1. Students currently on waiting lists for a learning disability or resource class placement. These students will have had psychological services and many will have prescriptions from the Individualized Skills Program. Frequently no service is available in the schools to assist these students until an opening occurs in a learning disability or resource class.
2. Students who are released from learning disability or resource classes and who need continued supportive services while making the transition back into the educational mainstream.
3. The unmotivated, gifted student who is not working up to his capacity.

C. To establish an adequate media center for specialized material where visual aids are constructed, displayed and available for tutor (or teacher) use.

II. Goals

A. Secure and train approximately twenty-five (25) volunteers to work with the same number of students on a one-to-one basis. Tutors will be trained in the skills necessary to remediate educational deficits. In tutor sessions, the student's strengths will be utilized while attempting to alleviate the deficit areas. Tutor training will encompass areas listed in II., B., below. Tutors will have access to continuous assistance from the professional staff.

B. Students in the target population will receive training from tutors in the following skill areas dependent upon the needs of the individual student.

1. Visual discrimination and memory.
2. Auditory discrimination and memory.
3. Communication skills (oral and written).
4. Directionality training.

5. Reading, writing and spelling.
6. Motor skills (fine and gross).
7. Development of a positive self-concept.

C. Establish a specialized media center primarily for tutor use. Volunteers will be trained to construct visual aids.

1. Visual aids to be constructed by volunteers. These educational games and devices will serve as models as well as for tutor or teacher use (when duplicates available).

2. Cassettes to be used by volunteers to record in areas (such as social studies) for the use of the student who is unable to profit from reading assigned material.

III. Procedures (Intervention Strategy)

A. Each student in the target population will be matched with an appropriate volunteer tutor.

1. Tutorial sessions will be scheduled for a minimum of three (3) times a week.

2. Students selected for this tutorial help will be expected to make a commitment to the program in the form of a contract. Contract will state that the student will strive for 50% more progress in the designated areas than he made previously. Areas receiving the greatest emphasis will generally be reading and spelling.

B. Serving as liaison between the tutor and the coordinator of volunteer tutors will be resource or learning disability teacher in the student's home school.

C. Schools expressing a willingness to accept volunteer tutors, and ensuring adequate facilities in the school will be provided tutors. Tutors will be processed and trained prior to assignment. Instruction will be accomplished in the student's home school.

D. Students will receive individual assistance in specific areas of weakness from tutors trained in the areas listed in II., B., above.

E. Tutors will receive continued educational support from the coordinator as needed. Group meetings will be scheduled for the entire school year. Individual meetings with tutors will be arranged on an impromptu basis as the need arises.

IV. Procedures (Process)

A. In making selections for tutorial services, the coordinator of the program will rely heavily on available information. Sources are:

1. Psychological testing. Students selected will have average or better ability.
2. Resource teacher evaluations, formal and informal.
3. Learning disability teacher evaluations, formal and informal.
4. Visiting teacher referrals (originating generally with the classroom or homeroom teacher).
5. Student's cumulative record.
6. Recommendations from the Individualized Skills Program.

B. Referrals of students for tutorial services will follow the procedures as outlined by the Director of Pupil Personnel Services.

C. Volunteers will be recruited from various service organizations, P. T. A. groups, retired teachers, and other professionals. News media will be utilized (radio, television, and local newspaper) to inform the public of this need. These would be in the "public service" announcement category.

D. The coordinator will interview, screen and check references of volunteers. Each volunteer will fill out an information sheet. A current roster will be maintained. Criteria such as chest X-rays, principal approval, and character references will be established.

E. Tutors will be assigned to individual students on a tutorial basis. These tutors will work closely with the learning disability and resource teacher in the home school.

F. A Handbook will be prepared for tutors utilizing the expertise of various members currently on the Henrico Staff.

G. In-service training will be organized for volunteers. Presentations will be video-taped for future training sessions. Five (5) two-hour sessions are anticipated for this group training. The following disciplines will be relied upon to make input:

1. Psychologist
2. Learning disability teachers
3. Resource teachers
4. Visiting teachers
5. Reading specialists
6. Administrators
7. I. S. P. staff
8. Classroom teachers
9. Physical education teachers
10. Art and music consultants
11. Supervisory staff
12. Audio-visual specialists
13. School visual and hearing specialists
14. Nursing staff
15. Guidance counselors
16. Local university staff members from the Special Education department (volunteer basis)

H. Appropriate films and other instructional materials will be utilized.

I. Individual tutors will be provided with personalized instructional techniques to help them meet the needs of their assigned students.

J. A specialized central media center for the construction of materials will be established.

1. A workshop will be conducted to demonstrate the construction of games and instructional materials.
2. Tape lessons in the content areas when needed.
3. Material to be utilized by tutors and teachers to further the individualization of instruction.

V. **Evaluation Procedures**

A. The following criteria will be used to measure the gains of the students assigned to the tutorial program. Areas in which the student receives tutorial help will be evaluated by the following pre- and post-measures:

SKILL DEVELOPMENT	PRE- AND POST- MEASURES
Visual discrimination and memory	*Detroit sub-test 16
Auditory discrimination and memory	Wepman Auditory Discrimination Test Detroit sub-test 13
Communication skills (oral and written)	** ITPA Verbal Expression sub-test Creative writing sample
Directionality training	Informal paper and pencil test
Reading, spelling, and writing	Henco Oral Reading Test (or Gilmore Oral Reading Test) WRAT (Reading and Spelling) Handwriting sample
Motor skills (fine and gross)	Detroit sub-test 12 Skipping, hopping, catching a ball
Development of a positive self-concept	Personality Inventory or Attitudinal Survey

*"Detroit" refers to the Detroit Tests of Learning Aptitude.
**"ITPA" refers to the Illinois Test of Psycholinguistic Abilities.

B. Students who reflect 50% more progress per year than past average yearly performance will be considered successful for the child receiving tutorial service for the full school year. Greater gains will be anticipated for students who remain in the tutorial program for the full school year. Students assigned for less than a full year will be measured on a pro-rated monthly basis with 50% above past performance considered successful.

C. The following criteria will be used to evaluate tutor effectiveness in helping the unmotivated student:

1. Report cards (grades routinely sent parents).

2. Attitudinal survey (filled by teacher, pupil, and parent pre- and post- tutorial experience).

D. The diagnostic nature of the tutorial sessions will yield continuous assessment information. Interim measures of achievement will follow behavioral objective procedures. A graph (or chart) will be maintained by both the student and tutor to reflect progress in measurable areas.

E. Affective growth is a more difficult area to measure quantitatively. However, an attitudinal survey, teacher and parent questionnaires, motivation and attendance records will be considered.

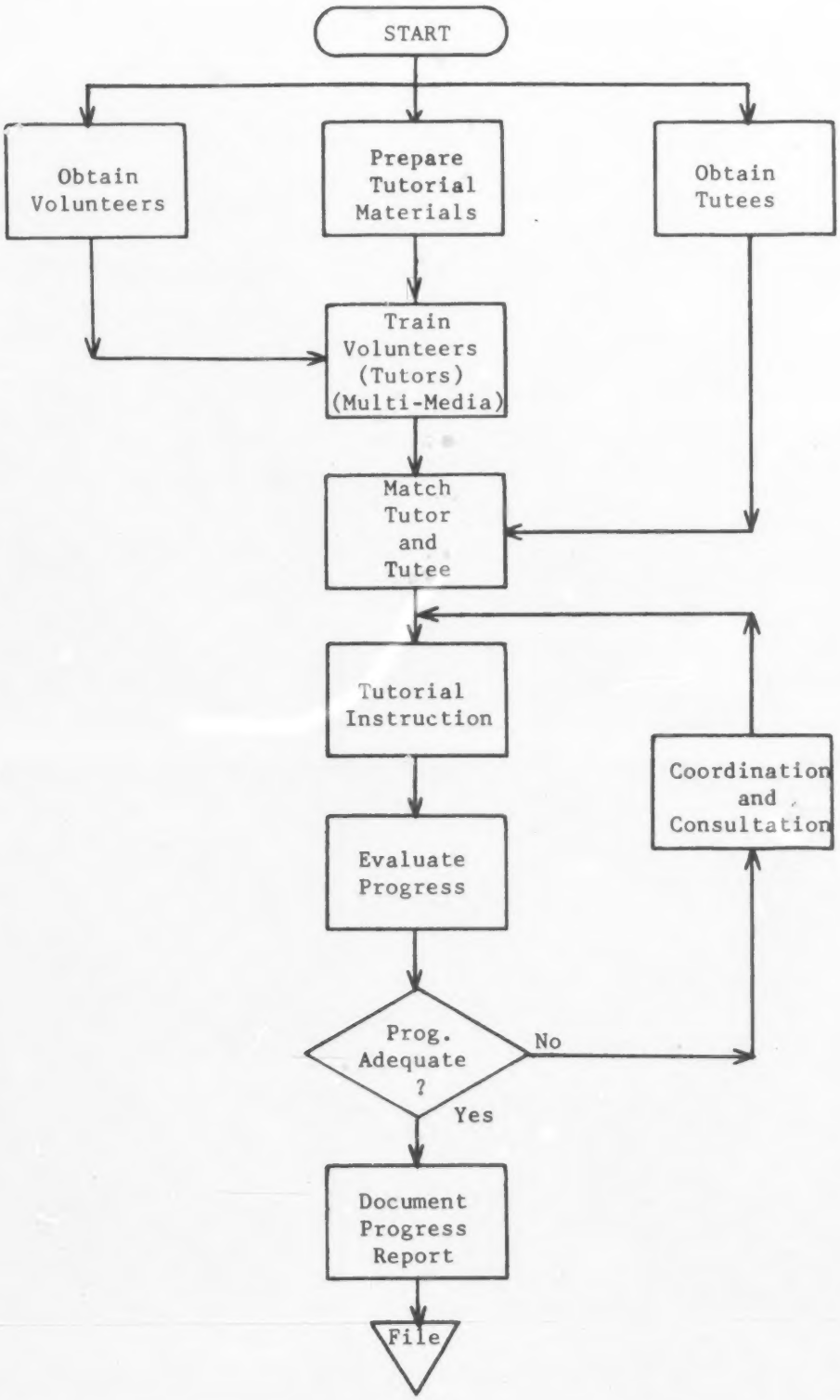
F. Tutor effectiveness will be evaluated jointly by the resource or learning disability teacher and the classroom teacher, when the former teachers are involved. The classroom teacher will be given the responsibility of tutor evaluation when she is the only professional involved. A checklist will be developed and used for this evaluation. Tutor effectiveness will be measured to a great degree by the progress made by the student she tutored.

VI. Advisory Board

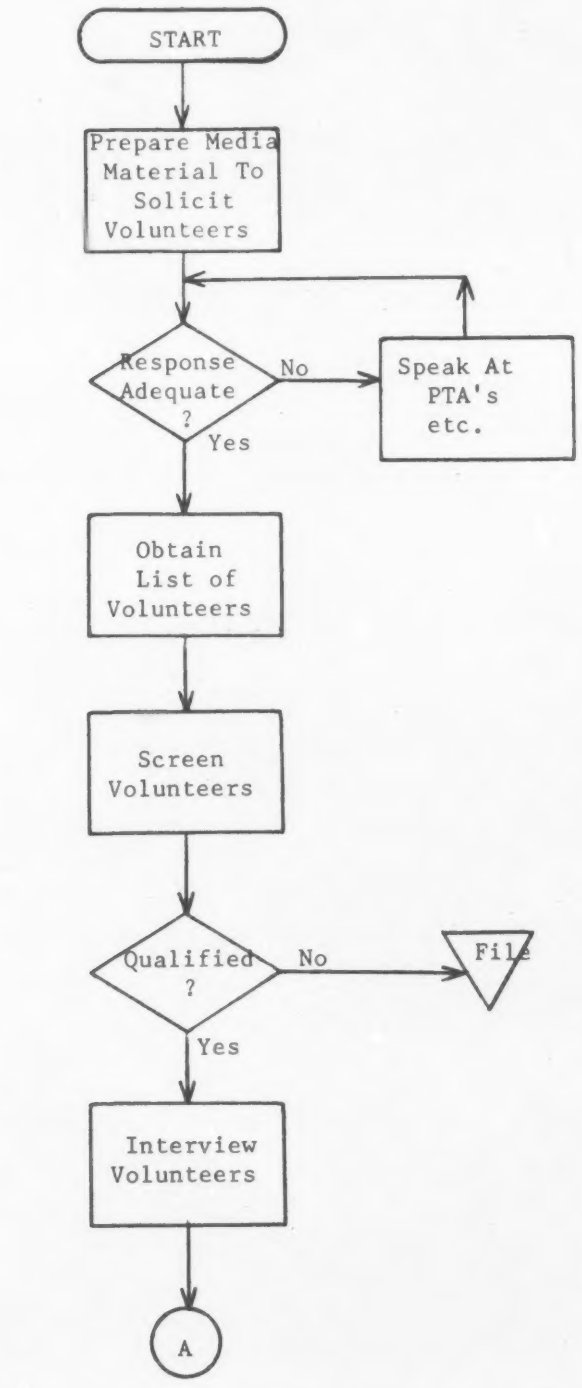
A. A committee of four (4) to serve in an advisory capacity to the tutorial program will be appointed by the Superintendent of Henrico Schools. This committee will be comprised of one member from each of the following:

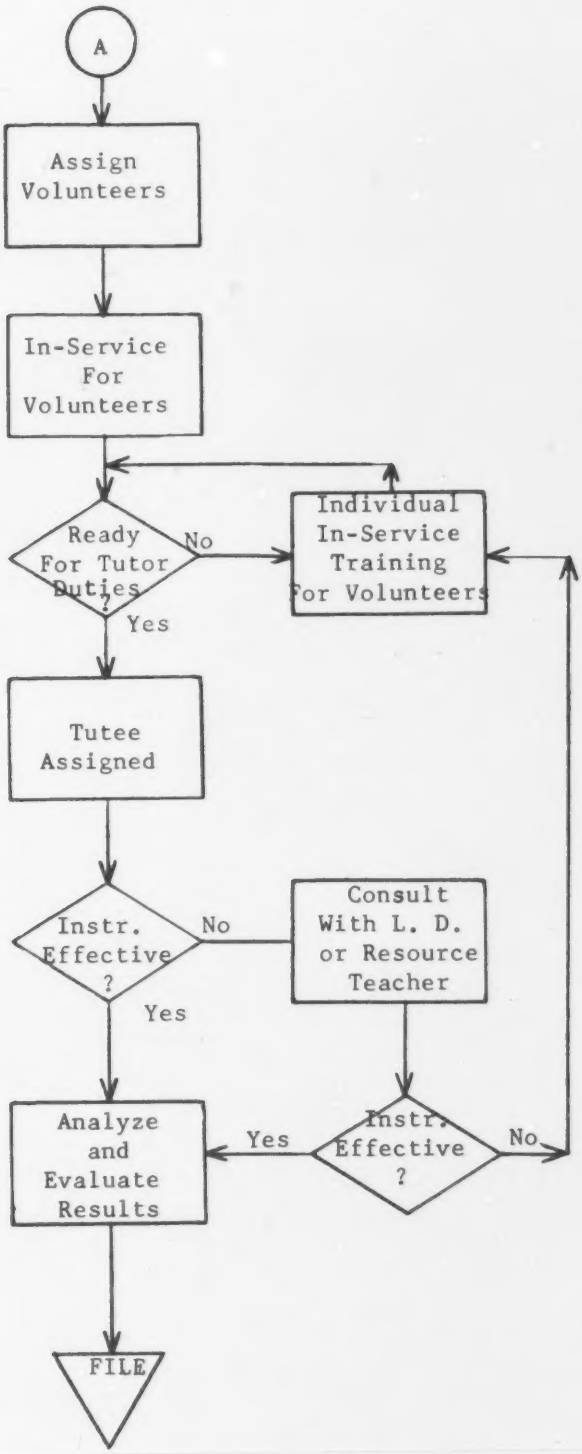
1. School Board member
2. Member from the community
3. Administrator
4. Classroom teacher

PROGRAM OVERVIEW



OBTAIN VOLUNTEERS




A
Assign Volunteers
In-Service For Volunteers
Ready For Tutor Duties ?
No
Individual In-Service Training For Volunteers
Yes
Tutee Assigned
Instr. Effective ?
No
Consult With L. D. or Resource Teacher
Yes
Analyze and Evaluate Results
Yes
Instr. Effective ?
No
FILE

Cedar Falls, Iowa

SELECTION OF INSTRUCTIONAL MATERIALS

Submitted by:
Mr. Marvin W. Ziesmer
Assistant Superintendent

Prepared by:
Instruction Committee of
Superintendent's Advisory
Council

The Board of Education is duly authorized by Iowa state statute to assume the responsibility for approving instructional materials for the schools under its jurisdiction. The board is a government-sanctioned body legally responsible for the community's education endeavor.

The school board, which is responsible for all book and other instructional materials purchases, recognizes the student's right of free access to many different types of books and instructional materials. The board also recognizes the right of teachers and administrators to select books and other materials in accord with current trends in education and make them available in the schools. It is therefore the policy of this district to require the materials selected for our school be in accord with the following:

1. Instructional materials shall be chosen for values of interest and enlightenment of students in the schools. Books shall not be excluded simply because of the language, style, or views of the writer. Prepared materials such as films, filmstrips, slides or others shall not be excluded, provided they fulfill the course objectives as determined by the teacher.
2. Recognizing that resources used in the classroom often will reflect a particular point of view, there should be

additional resources used to present a fair balance of ideas so that the students have full opportunity to investigate and consider various positions and to draw intelligent conclusions.

3. Materials selected should enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the pupils served. Materials shall be relevant to the achievement of course objectives.
4. Materials provided should stimulate growth in factual knowledge, literary appreciation, esthetic values and ethical standards.
5. Materials selected should provide a background of information which will enable pupils to make intelligent judgments in their daily life.
6. The attempted censorship of books and materials by outside persons or groups or special interest groups shall be challenged in order to maintain the school's responsibility to provide information and enlightenment to its student.
7. All books and materials for use in the school's instructional program shall be recommended by the professional personnel of the school system.

Processing Complaints

1. The board recognizes the right of an individual parent to request that his child not have to read a given book or use a given set of instructional materials, provided a written request is made to the appropriate building principal.
2. Any resident of the school district who wishes to request reconsideration of the use of instructional material in the school must make such a request in writing on forms available from the principal's office.

Citizen's Request for Review of
Instructional Materials

The school asks that any citizen residing in the school district and desiring to file a complaint complete this form so that a pre-determined course of action may be initiated.

A committee of two teachers, one of whom shall be the teacher involved in the use of the materials if it is a classroom situation, one librarian and the school principal shall meet with the parents, person or persons making the objection to review the situation. If there is no amicable decision reached, the school principal will refer the case to the central office for disposition. If the ruling by the central office is not acceptable to either party, he may appeal the decision to the board of education within 10 days.

Request initiated by _____Address _____

Telephone _____Filed at _____(school)

Complainant represents: _____himself or _____
(Name or organization or other groups)

Type of material being questioned: _____

Title or description _____

_____(if a book, please give name of author and publisher if possible.)

To what in the material do you object? (Please be specific: cite examples. Use back of sheet, if necessary.) _____

_____

Did you view, listen or read the item in its entirety? _____

What would you like the school to do about this material?

_____do not assign it to my child

_____withdraw it from all students

_____send it back to the department concerned for re-evaluation

_____
Signature

DELAWARE, OHIO

INDIVIDUALIZED INSERVICE TRAINING

Prepared by:
Mrs. Jean C. Blakeslee
Inservice Training Leader

BACKGROUND INFORMATION

The inservice training program in use in the Delaware City Schools is an outgrowth of a study of inservice training projects carried out by the Central Ohio Educational Research Council during the 1969-70 school year. In the course of this study the Council investigated the Inservice Strategy Model for Modifying Teaching Behavior developed by the Michigan-Ohio Regional Educational Laboratory (MOREL), and concluded that this type of inservice training offered more promise of real improvement in education than any of the other types studied.

The following school year, with the enthusiastic support of our administration and the assistance of a grant from the Martha Holden Jennings Foundation, we began the development and implementation of what we have come to call our Individualized Inservice Training Program. What has evolved is a modification of the MOREL Strategy Model uniquely tailored to fit the purpose of the Delaware City Schools.

Originally starting with the elementary teachers, we gradually included intermediate and secondary personnel. Early participants were, for the most part, well-established and experienced teachers. Many of them came into the program as volunteers. For the past two years the Indivudualized Inservice Training Program has been a requirement for new teachers on all levels. Established teachers who ask to be included are also worked into the training schedule.

PHILOSOPHY

Our program is, as its name implies, individualized. Because of individual teacher differences, we feel that this aspect of our program is extremely important. Though teachers may teach the same subject or be on the same grade level, each one has his own way of successfully imparting course content to his pupils. Each one also has his own special problems that he is dealing with in the classroom.

We strive, through our training program, to recognize these individual teacher differences and allow each teacher to pursue the kind of inservice training most appropriate to his needs and goals.

The theory behind the MOREL Improvement Strategy and the theory upon which our program is built is contained in the following five statements:

1. The teaching behavior of the teacher affects the learning of the students. (We feel that teaching behavior is the most important educational variable.)

2. Teachers generally want to and can become more effective teachers.

3. Direct attention to the teaching act is more likely to produce change than development of new content alone.

4. The majority of teachers can be trained to direct their own improvement efforts.

5. Self-directed change is more likely to produce persisting change.

DESCRIPTION

Through the use of videotape recordings, the teacher gets to see what actually is taking place in the classroom. With additional feedback such as interaction analysis and the result of student opinion questionnaires, the teacher learns to critique his own teaching and to diagnose the steps that will lead to an improved teaching-learning situation.

The program is administered by the Inservice Training Leader, who provides instruction in the use of analytic instruments and techniques that the teacher will need. He administers questionnaires and does interaction analysis when needed or appropriate and until such time as the teacher is proficient in these techniques. He serves as counselor and advisor in the setting of goals. He locates resources for the teachers that are pertinent to the areas in which they are working. He schedules the use of the videotape recording equipment both for taping and playback.

As our training program has developed, it has become a four step process. To a certain extent these steps are overlapping and sometimes almost simultaneous. Essentially they consist of:

1. Development of teacher self-awareness

2. Setting of a goal

3. Implementation and practice of a plan to attain the goal

4. Evaluation

One of the most important aspects of the program is the development of self-awareness. It is only when the teacher is fully aware of his teaching behavior that any need for change or improvement can be realized. The videotaping and the analysis of classroom interaction are both effective means of bringing about this awareness.

Almost as important as the development of self-awareness is the setting of a goal. Without a goal a teacher could quite possibly experience a number of videotapings, acknowledge the teaching situation and yet make no move toward improvement. Fortunately, in almost every case, goal setting becomes a natural outgrowth of self-awareness. Some teachers already have a goal in mind when they begin the program, something perhaps they are already working on. Others wait to see what is indicated by the

collected data. Once the goal has been established, it is not a difficult job to plan an improvement strategy and carry it through.

Evaluation comes not only at the end of the program, but is a continuous process used throughout each of the steps.

The teachers who take part in the program need to gain a clear understanding that it is not something done to or for them, but rather something done with them. The inservice leader is there to run the equipment, be a researchist, do data analysis, and act as a foil for discussion or as a catalyst for action; but in the end it is the teacher who must evaluate and plan for reinforcement or change of behavior and then carry out these plans.

OPERATION

We hold three twelve week training sessions during the school year. Ten to twelve teachers work with the inservice leader during each of these sessions. Our numbers have been such in the past two years that we have been able to include all new secondary teachers in one session, new intermediate teachers in a second and the new elementary teachers in a third. It has seemed to be helpful to have teachers with similar grade levels or subject matter go through the training at the same time. They can give each other helpful suggestions and often wish to share their tapes.

During the training sessions, the teachers first meet as a group to become acquainted with the program and to learn the rudiments of interaction analysis. We have found that a minimum of four hours is necessary for these group meetings. It does not matter whether the time is arranged as a half day workshop, two 2 hour sessions, or four meetings of 1 hour each. In recent years we have been holding at least two meetings before the inservice leader begins working with each of the teachers on an individual basis. The other meetings serve to reinforce the program as it is actually in operation.

With our program we use the Flanders' Verbal Interaction Analysis System. We find it a simple, practical system that can be quickly learned and easily interpreted. It lends itself very well to modification for feedback from such diverse classes as foreign language, music and physical education. Not only is it an effective feedback mechanism, but it gives the teachers involved a common vocabulary. We find, too, that often just the review of the action possibilities in the classroom is enough to trigger beneficial changes in teacher behavior.

When working with the individual teachers in the group, the inservice leader plans with each one ahead of time, the date, time and subject for videotaping. We find that there is less disruption in the normal functioning of the class if the pupils are also informed ahead of time that the videotaping is going to take place and the reason for having it done. In fact, the first time the videotape equipment is brought into the classroom, we find that demonstrating the equipment briefly and letting the students see a brief playback of themselves does a lot to overcome the initial strangeness of the situation.

As soon as possible after the taping, the teacher views the playback. For elementary teachers the prime times for playback are during the lunch hour or after school. Intermediate and secondary teachers often have a scheduled planning period which can be used. If there is time between the taping and the playback, the inservice leader will do an interaction analysis of the tape. If there is not time for this, it can be done later as additional feedback for the teacher.

The number of teachers who can be accommodated by the Inservice Leader during a training period is limited by the fact that time must be allowed for making an interaction analysis. Furthermore, it takes time to watch and discuss the video playbacks.

Teachers are usually videotaped from six to nine times during the twelve week period. Some are taped fewer times, some more often, depending on the situation and the need. Fifteen to twenty minutes is long enough for each taping in most cases. Teachers are encouraged to make audio tapes of their classes between videotapings for further feedback.

The first taping of a teacher does not provide an entirely reliable picture, though often valuable insights can be obtained. The teacher is usually nervous and the students will be very much aware of the camera. By the second or third taping the teacher relaxes and the students forget that the equipment and operator are in the room. It is at this point that the videotaping will give a valid picture of the classroom situation. Usually by this time the teacher has decided on a goal.

The program is essentially non-threatening. No one sees the video tape other than the Inservice Leader and the teacher involved unless the teacher gives permission for someone else to see it. All feedback data becomes the property of the teacher in training. The program is entirely divorced from administrative evaluation procedures.

RESULTS

Teachers on all levels from kindergarten through high school have made effective use of our training program. Though each teacher works on his own goals in the light of his subject matter and needs, there have been certain behavioral changes that occur with almost every teacher taking the training. Most teachers begin working immediately to reduce the amount of time they spend talking in the classroom and to provide more opportunities for pupil participation. There are changes in the nature of teacher talk, also. Teachers tend to become more positive toward student response and make more constructive use of student ideas and contributions. We find, also, the stimulation of a renewed enthusiasm and sense of excitement about teaching.

The program tends to stimulate changed behavior in students as well as in teachers. Aside from changes brought about by careful teacher planning, there is also a cosmetic effect. Pupils, knowing they are going to be taped, come well groomed and try to do their best. Often teachers will plan to let the students view the tape so that they can have an opportunity to assess their own contributions and growth.

The videotaping has been used by teachers in many different ways. Following are some examples:

One teacher used it in order to learn how to use role playing in the classroom. She then used this as a tool for increasing her students' understanding not only of subject matter, but of themselves.

Several have used it in developing situations and techniques that would encourage students to speak in sentences rather than with one word responses.

Others have used it as a check to see what kinds of classroom management would bring about improved attending behavior.

Teachers at all levels have used it as they experimented with questioning techniques in order to bring about increased pupil participation in more meaningful discussions.

The following comments are typical of the way teachers have reacted to the training:

"Though the taping and filming unnerved me in the beginning, I feel that its influence had a positive effect on my teaching. Even more, it was a big help to have someone to confer with when a lesson went well or didn't go so well. That part was quite helpful."

"It helped a great deal to be able to actually see what I was doing. So many things I never realized about my teaching came to light. I was interested in improving my questioning and this was a beneficial way to do so. To be able to see the results, I could decide on the next step. This course has been invaluable in making me aware of various aspects of my teaching that could never have been illustrated to me so clearly in any other way."

"Now I see the value of the program. I can see that you could tape yourself every day and still not get enough feedback."

"I have tried things I never would have tried if I had not been in the program. The students have been willing to experiment with me and the taping seemed to give them an incentive to respond in a way that I doubt they would have done without it."

In an attempt to get a more objective and quantitative evaluation of our program, we asked teachers completing the training sessions to fill out a questionnaire. Items on the questionnaire were based on what we had hoped would be the impact of the course on teacher behavior.

The tabulation below shows the cumulative total from questionnaires that were returned over the first three years. (Eighty-nine teachers were asked to fill out the questionnaires, but the forms were anonymous and not all were returned.)

	YES	NO	UNDECIDED
1. I feel that the inservice training program has influenced positively my effectiveness as a teacher.	49		7
2. I am more aware of my own strengths as a teacher.	51	3	5
3. I gained more confidence in my own ability.	45	6	9
4. Through the impetus of the program I tried out new ideas or methods.	51	5	3
5. Since learning the categories used in interaction analysis, I more consciously seek out and try to stimulate student initiated response.	52	3	5
6. There was an improvement in student behavior which I feel was brought about through some aspect of the in-service training.	23	13	22
7. I would like to participate again in the inservice program at a future time.	41	2	16

Responses to the questions were not affected by grade level taught, time of year in which training occurred, or whether the teachers volunteered or were assigned to the training.

Follow-up studies made during the second year seemed to indicate that behavioral changes brought about during the training were still persisting.

Our inservice program is just as effective as each teacher will allow it to be. As it is with other aspects of living, what a person gains from a project is directly proportional to the time, talent and energy that he expends on it. We do feel that all teachers participating have gained something positive and helpful from the program, even if it was just a new look at their students and their capabilities or confirmation of thoughts already arrived at by other means.

THE USE OF THE READING RESOURCE TEACHER

Prepared by:
Mrs. Jessie B. Fischer
Elementary Supervisor

The Reading Resource Teacher in the Chesapeake Public Schools may be found at work in a classroom, in a reading resource room, in a hallway, or even on a small corner of a stage. She may be teaching one child, a small group of children, or may be totally involved in the classroom setting, assisting a teacher with one or more children.

Wherever a Reading Resource Teacher is found, she will be busy for there are always numerous children who need her help with reading. Classroom teachers have said over and over, "If I just had more time to spend with Mary (or Joe, or Marie) I know I could teach her to read!" There never are enough extra minutes in the day and somehow these are the children who continue to fall behind and who become candidates for remedial reading.

Chesapeake, with the use of Emergency School Aid Act funds, has attempted to provide extra reading instruction for these pupils through the addition of twenty-one Reading Resource Teachers. As described in the ESAA project, "the RRT is a person selected because of her resourcefulness, innovativeness, warmth, understanding, and ability to communicate effectively with children of all backgrounds, to work with small groups and with individuals on a one-to-one basis. The major focus will be on interaction and humanization of learning."

Each RRT was selected by her principal (with the assistance of the Director of Personnel) as one who would fill the requirements as described in the project. All twenty-one are experienced classroom teachers who have been particularly successful in the teaching of reading. They also have the advantage of knowing the school and the community. Only one is new to the system. Some of the duties of the RRT are:

1. Checking pupils new to the school to ascertain reading level and correct placement in a suitable program.

2. Working with children who seem to have developed emotional or mental blocks toward reading.

3. Working with groups of children within the classroom for enrichment or reinforcement.

4. Working with individuals or small groups to diagnose specific reading needs.

5. Administering achievement and/or reading tests, informal

reading inventories, and doing in-depth studies of cumulative folders to help pin-point specific problems in reading.

6. Attending inservice meetings and workshops to keep abreast of techniques and newer developments in reading.

7. Planning for the use of the reading aide and seeing that necessary reading materials are available, or are constructed by the aide.

8. Keeping formal and informal records of individual student progress.

9. Participating in parent conferences when called upon by the principal or the classroom teacher.

Once it has been determined that a child is to be helped by the RRT, a program is planned for him. Some children may need help for two or three weeks; others may need long, sustained treatment, depending upon the severity of their reading problems. The RRT must determine whether the child needs a one-to-one relationship or whether his needs may best be met in a group.

The classroom teacher and RRT have access to two basal programs (for grades 1-3 and 4-6) and three additional programs (grades 3-6) that may be tailored to fit the child. They also have access to commercial and teacher-made games and devices to provide extra stimulation and enrichment for individuals.

All schools are reporting that the RRT is indispensable. Teachers and principals are wondering how they managed before the RRT was added to the staff.

Children who have never before felt secure about reading are beginning to make great gains. Each day brings new success stories. "He came to our school and he wasn't reading; now just listen to him read." "He" beams - and "he" reads! Whatever the need - a way is found to teach - to reinforce - to reteach - to enrich! It is our philosophy in Chesapeake that all children can be successful in reading, through provision of good reading programs - a good classroom teacher - a setting conducive to learning, plus extra time and attention.

One way to provide the extra time and the extra attention is through the use of a well-chosen RPT!

Edmonds School District No. 15
Lynnwood, Washington

CURRICULUM REVISION BASED ON OBJECTIVES

Prepared by:
James Reed
Coordinator of Curriculum and Inservice

In December, 1971, the Edmonds School District initiated a ten-year plan for program improvement. The overall plan includes two parts--revision of the curriculum and reorganization of the administrative support system. Only the revision of the curriculum is being considered in this report.

The Objectives Project, as the curriculum revision has been named, has as its main goal the improvement of the educational program by redefining and reconstructing the total curriculum through the establishment of exit level student outcome objectives for each grade and each course in all areas of the curriculum. These objectives will make clear what knowledge and skills a student should acquire and what attitudes, values, or feelings he should gain. A series of rhetorical questions will be used to bring out the major elements and concerns of the project.

Are the objectives in this project formal behavioral objectives such as those described by Mager and others?

No. It was decided at the outset that all objectives, general and specific, would be written as student outcomes only. Conditions of instruction would be left to the teacher and degree of attainment would be handled by the assessment processes.

What is meant by an exit level outcome objective?

At the inception of the project a decision was made to specify the six levels of objectives needed and the characteristics of each level. Level number one is the State of Washington Goals and Objectives adopted by the state board. Level two is the Edmonds School District general goals, Level three is a set of general objectives

required of all curricular areas, Level four is the set of general objectives for the total scope of a subject area--K-12 science for example. Level five is a set of general objectives for a subpart of a discipline--elementary science objectives, for example. Level six is the exit level. These objectives specify what most students in a typical class would be expected to feel, know, or be able to do at the end of the course whether it be a year, a semester, or a quarter. Normally this level objective would appear only once. If it is a fifth grade math objective for multiplication, it would not appear as a sixth grade objective. At each grade and in each course there will be established an accepted core of high priority objectives.

What procedures have been used to prepare and disseminate exit level six objectives?

1. Teachers are selected for objectives writing teams according to interest and expertise in a particular subject. They work under the direction of a district subject area curriculum specialist.

2. The teams of objective writers are trained on procedures for writing or selecting objectives.

3. Collections of objectives and other resource materials are gathered.

4. Objectives are selected or written by the teams of teachers supported by released time using substitutes or using hourly pay for out-of-school-time work.

5. Objectives are screened by a district executive screening committee according to established written criteria.

6. Objectives are examined and tried out in a limited number of buildings. Specific written information is furnished on level of difficulty, appropriateness, and clarity.

7. Objectives are revised by the objectives writing teams.

8. Objectives are distributed to all teachers for trial and suggestions for improvement.

9. Random sample testing of objectives is completed using criterion-referenced assessment measures.

10. Objectives are analyzed using information from teachers and from test results.

11. Objectives are revised and judgments are made about their appropriateness, and placement in the sequence.

12. The final set of objectives for a subject area is submitted to the administration and the school board for approval as the accepted district curriculum.

What are the expected benefits of this Objectives Project?

1. Establishment of badly needed priorities for each program. In almost every course there is too much to learn. Demands on the teacher increase every year. More content is included, more concepts expected and new courses are added. In this project an attempt is being made to obtain agreement on basic priorities for each subject. Our purpose is to state few objectives rather than many and to ask teachers to work toward attainment of these priorities as a basic minimum. Teachers will be free to add objectives or content as long as the basics receive primary attention.

2. Sequence of programs and articulation among levels will be improved. Objectives for one grade cannot be written independently of the other grades. Teachers at different levels must meet and agree on the sequence of priority objectives.

3. All levels of staff will participate in making basic curricular decisions. Although a limited number of teachers or principals are involved in the actual writing of objectives, all staff members are given an opportunity--in fact are urged--to criticize objectives and recommend changes. In some specialized areas at the secondary level such as a particular foreign language all teachers of the course can be intensively involved.

4. While curricular outcomes will be determined by the collective voice of the total staff, teachers will be free to develop individual teaching strategies for attainment of objectives. The project specifies that objectives should avoid dictating the conditions or procedures for instruction. For many years curricular objectives in local districts have emphasized the process of teaching while content changes were left to national groups and textbook publishers. The Edmonds project takes on the responsibility for content selection while recognizing that no single method or procedure is superior for all teachers under all circumstances. Teachers will be encouraged to develop unique alternatives for reaching objectives and to share ideas with their colleagues.

5. Communications will be improved through increased visibility. Through the exit level six objectives teachers, administrators, board members, and the general public can clearly see what the instructional program contains. All important outcomes including essential knowledge, basic skills, and desired attitudes will be in writing for each course.

6. Assessment, both objective and subjective, will give specific information about strengths and weaknesses in the program which has not been available in the past. Improved decisions can then be made about inservice, instructional materials, class size, and other priorities which affect factors in program improvement.

7. Detailed information about objectives will furnish individual schools and teachers a basis for setting their own program improvement goals.

What progress has been made so far on the Objectives Project?

General objectives, Level four, have been prepared for almost all of the curricular subjects in a preliminary form. Exit level six objectives have been written for most elementary subjects and about half of junior high and for a few courses in senior high. Mathematics is serving as the vanguard subject and is being used to model procedures for other areas. Second grade exit level math objectives have been measured on a district-prepared criterion-referenced test and all elementary grades will be tested in the same fashion in the spring of 1974.

A training package has been developed to use with teacher teams before they begin writing objectives. A district executive screening committee screens newly written sets of objectives using specific criteria developed for each level. The screening committee also passes on format, scope and sequence matters, and recommends final approval of objectives. Selected schools have made commitments to work with objectives in math, language arts, and environmental education to help discover whether using objectives as an essential guide for daily teaching practices improves instruction and makes the teacher's job more satisfying.

What insights have been gained so far in the project?

First, this type of project takes time and should be entered into slowly and carefully. The project has been underway for over two years and it will take from five to eight more years to complete. Second, at the beginning it was anticipated that most of the objectives would be selected from existing collections but that has been possible only to a limited extent. Most objectives in collections are either

too specific or too general, and most of them have not provided the guidance for the type of scope and sequence which the project required. Third, although most teachers and curriculum specialists agree that priorities are important, it has been difficult for some of them to accept the necessity for leaving out details of their programs. Fourth, detailed planning for each phase of the project has been vital to progress so far. Fifth, communication of the purposes and details of the project to the total staff and community has demanded careful attention because of apprehensions that behavioral objectives and accountability might be used in a punitive way.

How can provision be made for the individual abilities of students when objectives are stated arbitrarily for each grade level?

The Edmonds schools are organized by clearly designated grade levels. Therefore, the project was designed to follow that organizational pattern. A student who cannot work on objectives at his grade level will work toward priority objectives--especially in basic skills areas--which have been established at previous grades. Diagnostic skill tests would be based on a range of objectives from previous grade levels. An individual school could embark on a special project to develop a continuous progress system that keeps track of individual student's achievement of certain skills which require sequential development. Eventually it is expected that some of our present grade level lines will be erased in certain skill areas. The arbitrarily-stated objectives in our project present the possibility of leaving something out of the curriculum but this procedure has the advantage of bringing about staff agreement on a smaller number of outcomes which, after trial and error, will be possible for teachers and students to handle successfully.

Will student achievement on objectives be used as a means of rating teachers' performance?

No--not as part of this project. The project's basic aim is to improve the instructional program and teacher evaluation has never been a consideration. Program evaluation--assessment of achievement on objectives--is needed to help determine if objectives are placed on the correct level and to what degree they are attainable, but it is not necessary to test any particular teacher's class to get that information. Some schools and teachers may develop a continuing assessment of objectives on a weekly or monthly basis to help them set specific improvement goals for their class and for individual children. Most teachers welcome sensible direction in curricular goals. The setting of reasonable program priorities is long overdue and need not be a threat to any one.

Have important objectives been stated or only those which are easy to measure?

A basic requirement of the project has been that important outcomes for each course be stated regardless of difficulty of assessment. Some attitude, value, and feeling objectives have been included which will be assessed through the use of subjective instruments such as attitude and opinion questionnaires. In other cases some important objectives will be assessed only by teacher observation and opinion.

Won't adherence to a set of arbitrary objectives stifle creativity and spontaneity?

Most teacher creativity comes in the area of teaching strategies and classroom procedures, and this project deliberately omits objectives in those areas. It has been assumed that collective agreement regarding curriculum content is needed to give cohesiveness to the program. The exit level objectives accomplish that purpose. On the other hand, another purpose of the project is to achieve the development of a core of objectives few enough in number so that time would be left for the teacher to

include activities of special interest which would not be part of the basic course. In these special interest areas the teacher would be free to develop the content, methods and materials, only making sure that the basic core objectives have been covered.

After objectives have been written, screened, revised, and agreed on by staff in a subject area, what are the next steps in the process?

Assessment of objectives to establish district-wide baseline data will be one important phase. Criterion-referenced tests have been developed and used with a limited number of objectives. Random samples of students were selected and tested to provide information on which decisions could be made about adequacy of the objectives, effectiveness of the tests, and possible strengths and weaknesses in the program. The assessment done to date has provided valuable experience which will be used to develop a comprehensive evaluation process.

A second important step will be integration of objectives into the total process of instruction. Teachers will be asked to work intensively with a limited number on a trial basis to find out if objectives improve classroom effectiveness. Inservice projects will be planned, teaching materials and guides will be developed, and unique alternatives for achieving objectives will be shared. Procedures for adoption of materials will be changed, and courses will be added or dropped as needs are revealed. Student teachers will use exit level objectives to guide their daily lesson plans. Communication projects to bring to the public a better understanding of the schools' programs will be organized. Reporting to parents will be adapted to fit the objectives-based curriculum. In short, the exit level six objectives established and accepted for each grade and each course will furnish guidance and direction to the total educational program.

Section IV: Tailored Approaches To Learning

1. Developing Vocational Training For Special Education Students
   (Harford County, Maryland)

2. Special Services For Hearing Impaired Children
   (Harford County, Maryland)

3. A Junior High School Cross Age Tutoring Program
   (Downers Grove, Illinois)

4. A Department Called Developmental Education
   (Downers Grove, Illinois)

5. Resource Room/Diagnostic Team Approach For The
   Learning Disabled In Middle Schools
   (East Aurora, New York)

6. Proposal For High School Student Involvement In
   Middle School Resource Room Program
   (East Aurora, New York)

7. Reading Program For Junior High School Students
   (Chesapeake, Virginia)

8. Mainstreaming Junior High School/EMR Students
   (Chesapeake, Virginia)

9. Project Challenge
   (Cedar Falls, Iowa)

DEVELOPING VOCATIONAL TRAINING FOR SPECIAL EDUCATION STUDENTS

Prepared by:
Gertrude B. Rich
Supervisor of Special
Education

INTRODUCTION

This ESEA, Title III project has been developed and implemented to offer an exemplary vocational training program for moderately mentally retarded special education students (ages 16 through 21; IQ approximately 30-50) in Harford County, Maryland. The program provides opportunities to develop salable skills which can be utilized by the special education student in the job market or in a sheltered workshop. It enables the school system of Harford County, Maryland, to continue to produce the quality education needed by handicapped students so that they can derive the maximum output from a maximum educational input.

The John Archer School provides the facilities to implement the kind of vocational training program which seems most feasible for the moderately mentally limited students.

OBJECTIVES

Objectives for this project are designed to facilitate the employment of the handicapped on the basis of acquired skills instead of a "lucky break." The objectives help the teachers, students, and their parents make a realistic assessment of the handicapped students' job potential.

The main objective of the project is to plan and implement a cooperative vocational training program involving special education,

vocational education, business and industry to increase the vocational opportunities for special education students in the world of work.

Six subordinate objectives were developed to serve as the basis for present and projected planning and for use as the foundation for program evaluation. These objectives are:

Objective 1	To provide additional staff to coordinate a team approach for instruction, supervision, guidance, evaluation, follow-up of Special Education students in a vocational training program.
Objective 2	To identify the vocational needs and opportunities of Special Education students in order to provide an additional basis for the planning of an effective Vocational Education Curriculum.
Objective 3	To develop a school training program related to the "World of Work" for handicapped students by providing specialized services and experiences which will include assistance in the development and/or acquisition of desirable personal habits, attitudes, and work habits.
Objective 4	To adapt the practical applications inherent in the Vocational Education Program and the basic skills taught in the Special Education Program to prepare for job placements identified for handicapped children.
Objective 5	To prepare a media presentation to be disseminated to show the procedures necessary for developing a school vocational training program for special education students.
Objective 6	To have at least two of the twenty selected trainees placed on a part-time job in the community.

PROCEDURES

A work-study coordinator, a guidance counselor, two teacher aides and a secretary were employed to coordinate a team approach for developing this vocational training program. The success of this project has been

made possible by these additional staff members working as a team with the existing special education staff at the John Archer School.

Inservice staff training sessions were conducted to pre-plan methods by which the program objectives could be accomplished. Some of these sessions were spent in reviewing periodical articles outlining structures, strategies, and procedures used in other vocational training programs for special education students. On-site visits were made to vocational training centers in other parts of the state.

Some inservice sessions were used to demonstrate the use of available audiovisual equipment and other materials of instruction which could be used in a vocational training program. Consultants were available to instruct the staff in learning to make and use a variety of instructional methods and materials including techniques such as modeling, graphics, and behavior modification.

A survey was conducted which identified local opportunities for job placement for special education students as being in the food service areas of local restaurants, nursing homes, custodial work and simple clerical jobs. Because of these identified possible job opportunities, the vocational training program at the John Archer School emphasizes the job skills which would be required for these jobs.

Sequential training procedures were via job analysis by the work-study coordinator for each job training area to be developed. Behavioral check lists to accompany these procedures were also developed to facilitate the school training program. Work packets have been developed for use in training for such work skills as collating, sorting, filing, zip coding, dishwashing, table setting, table cleaning, custodial tasks, and duplicating work.

Several field trips have been taken by students, parents, and teachers to see what it is really like in the work world.

A school-wide curriculum guide on Vocational Training for Special Education is being developed by the staff of the John Archer School with assistance from consultants.

Media presentations have been prepared for dissemination to demonstrate the training procedures necessary for specific job skill development. Some of these are sets of slides, transparencies, photographs, bulletin boards, video tapes and vocational training cards for use with auditory training units.

Twenty moderately mentally limited students (ages 16 through 21) were selected as program participants. These were selected on the basis of age, teacher recommendation, and a screening procedure developed by the work-study coordinator.

The trainees participate in a job training station on a half day basis allowing approximately three months per job training unit, and then move on to another training station. This gives the student an exposure to a variety of jobs.

Such a program might be:

First year training areas - Food Service
Car Wash
Housekeeping

Second year training areas - Stock Clerk
Clerical Aide
Assembly Line Act

Third year training areas - Custodial
Duplicating Machine Operator
Nurses Aide

Basic procedures for job training emphasize a sequential development of the necessary skills based on the job analysis done

by the work coordinator. "Hands on Training" for every performance has been used following the task description and job skill demonstration by an adult. Trainees use the tools, machines, and materials of an occupation in an actual working situation that are as close to a real life situation as possible. It has been determined that the most successful training has occurred in "one-to-one" teaching situations.

PROGRAM EVALUATION

The evaluation of the program is structured to permit continual assessment while the program is in progress. The work-study coordinator, the teachers, teacher aides, and other appropriate John Archer staff members have input into the evaluation and modification of the program. Types of evaluations being used are:

- Anecdotal records kept by the teacher
- Proficiencies developed by the student and recorded by the teacher on a check list
- Rating of skills developed for each vocational training area
- Pre and post assessment of students' behavior and vocational skills for each training area performance.

As a result of the vocational training received at the John Archer School, two trainees have acquired part-time jobs in the community. Six trainees are employed by the Neighborhood Youth Corps and are working for pay part-time in the school library or doing custodial or food service type jobs.

CONCLUSIONS

It has taken considerable time to develop the training sequence for each work situation. The program aim has been and continues to be to stress quality and not quantity. With appropriate vocational training and if reasonable vocational goals are set, many special education students can acquire salable skills to be utilized in the job market.

SPECIAL SERVICES FOR HEARING IMPAIRED CHILDREN

Prepared by:
Gertrude B. Rich
Supervisor of Special
Education

To meet the unique needs of a small population of hearing impaired children who are residents of Harford County, Maryland, a special education program has been developed. Financial support for this program was acquired by a special grant from the Maryland State Department of Education. Mrs. Joan Maynard, specialist in speech and hearing, Maryland State Department of Education, serves as the program advisor and is an invaluable aid in developing, implementing, and evaluating this special program.

The pupil population served by this program consists of two groups. The first group has three school-aged children, ages six through nine, who require the services of a self-contained classroom. In addition, three pre-school children, ages three through five, receive services in the self-contained classroom for a period of time appropriate to their chronological age, and their abilities to tolerate the demands of therapy and instruction. These two groups of pupils receive services in the John Archer School in a classroom architecturally designed and equipped to accommodate hearing impaired pupils. A teacher with training in the education of the hearing impaired, a teacher's aide, and a speech therapist work with these children.

The other program offers services to pupils with hearing impairments in the regular classes of our community schools. These pupils receive therapy from the regular speech and hearing clinicians and also additional assistance from an itinerant teacher of the hearing impaired. At the

present time, approximately fifteen to twenty children in our community schools are being serviced by this itinerant teacher. It is felt that the hearing impaired children in the regular classes of the community schools can and do and should function in the "main stream" of education with adequate supplementary and supportive help in the areas of speech and language.

The itinerant teacher of the hearing impaired also serves as a liaison between the child, the parents, and the hospital clinicians who do the diagnostic work-ups and who write the prescriptions for hearing aids. The itinerant teacher checks the condition and functioning of the hearing aid used by the hearing impaired pupils each time she visits their school. Usually, the itinerant teacher visits each of these pupils in their own community school twice a week for regularly scheduled twenty to thirty minute work sessions. The itinerant teacher works with the hearing impaired pupil to develop and improve communication skills by the use of auditory training, speech reading, and the acquisition of better expressive and receptive language.

The special financial grant from the Maryland State Department of Education made it possible to purchase a new F.M. loopless auditory training unit. This mobile unit has greatly improved the auditory training of the pupils since they need not be confined to a looped room to use this amplification. One unit of the loopless auditory training equipment can also be used by the itinerant teacher of the hearing impaired as she travels from school to school.

Dr. Jack Mills, from the Hearing and Speech Center of the Children's Hospital in Washington, D. C.,comes to Harford County as a consultant for this program. He works directly with teachers, pupils, and parents to help coordinate the educational program for the hearing impaired pupils. Dr. Mills has helped establish realistic behavioral objectives for each hearing impaired pupil. Assessment of the established objectives is done by the use of check lists.

The special services provided for the hearing impaired pupils of Harford County has been a success and is well received by the pupils, parents, and school staffs. It enables most hearing impaired children to receive an education with their peers in a regular public school.

School District # 58
Downers Grove, Illinois

A JUNIOR HIGH SCHOOL CROSS AGE TUTORING PROGRAM

Prepared by: W. Charles Dill
Social Studies Teacher

Gregory A. Conners
Counselor

INTRODUCTION

Individualize, help students meet their needs, provide alternatives, strengthen self-concept, provide new experiences, provide for some success for each student each day, encourage the gifted and talented, and on and on, ad infinitum. Such directives and suggestions are given to all educators in all areas. Possibilities for the implementation and successful accomplishment are, however, usually limited in scope and effectiveness. Efforts to design learning experiences for maximum effectiveness, whether they be inter-disciplinary or multi-age or grade placements, are oftentimes inadequate or inappropriate and usually lacking in some area. A tenable view which might lead to the resolution of the problem would be in all likelihood a practical rather than a theoretical approach. It was in response to this situation that the O'Neill Junior High School Cross Age Tutoring Program, or simply the C A T, was designed and introduced.

PROGRAM DESIGN

The program began as a small, pilot project in October, 1972. Initially, the enrollment was limited to ten tutors, both boys and girls, seventh and eighth graders. The possibilities for expansion and recruitment of additional C A Ts were limited due, primarily to two factors: (1) a lack of suitable and adequate means of transportation between O'Neill and cooperating elementary schools, (2) minimal professional staff time to organize, supervise and work with the C A Ts. The transportation difficulties were partially overcome by having some C A Ts walk to a nearby elementary school. Others were driven to more distant buildings by interested and enthusiastic parents who volunteered their services. The staffing problem was largely resolved by the designers of the program who used their planning periods and free time during the school day and additional time after school as needed. The designers of the program were realistically aware of the limitations of the program, yet confident and committed to the concept of students helping others and themselves through such a program.

SELECTION PROCEDURE

In order to maximize the success potential, and select students with the greatest suitability for the program, several methods of selection were

devised. These included teacher recommendations, special staff recommendations, personal interviews, written questionnaires, student recommendations and random selection. Evaluation procedures tend to indicate that classroom teacher recommendations, as a preliminary screening device, and a personal interview with the recommended student which, among other things, elicited a desire for inclusion in the program and sought a firm commitment from the potential C A T are the most effective. Ultimately, it was the student's choice and decision to accept or decline the invitation. The process of selection began with a request for the names of possible tutors from all classroom teachers and special staff. The request outlined in very general terms what the program would, hopefully, accomplish, The instructions at this early stage of the program's development were purposely non-specific and open-ended. In this way, it was hoped that each teacher and staff member would in some way contribute to future characterization and selection of candidates by their unique reactions as demonstrated by their recommendations. Following the recommendations, the interviews were conducted with the students. Since the beginning of the program, numerous studies and evaluations have been conducted. They have all shown that the selection process has functioned rather well. It has also been noted that a high, positive correlation exists between personal growth and successful tutoring, and the degree or intensity of commitment the C A T has to the tutee and the program in general. At this point, it is reasonable to assume that, given the proper desire and commitment, most students can become successful tutors and exhibit demonstrable personal gain from the program.

PROGRAM IMPLEMENTATION

The selection process having been completed, the next step consisted of explaining to and receiving suggestions from the professional staffs of both sending and receiving schools. First, the building principals were contacted to enlist their cooperation and gather their suggestions. Their assistance was invaluable. Through them the staffs were made more aware of the program and all manner of assistance given. There followed several inservice type discussions with the involved staff in each building. These discussions were conducted by the designers of the program. An added dimension insofar as the O'Neill staff was concerned, was contributed by virtue of the fact that there are neither study halls or "free mods" during the class day, thus necessitating the release of a C A T from a regularly scheduled class for each tutoring assignment. This proved to be both an advantage and a disadvantage. The advantage was seen in the increased effort required to honor the original commitment to the program. The C A T was responsible for all classroom work that took place during his absence. The disadvantage became apparent when some C A Ts found it increasingly difficult to maintain classwork and work effectively and responsibly in the program. The frequency and length of tutoring time was something of a compromise. The decision was made to limit tutoring assignments to twice weekly, one standard, 45 minute class period each time. This would include transportation time, which left approximately 30 minutes of actual time spent with the tutee. Since the tutees were all primary or intermediate grade students, the 30 minute time limit was sufficient.

In the receiving school, the C A T worked directly under the supervision of a certified teacher. The content of the tutoring session was established by the teacher based upon the needs of the tutorees. Tutoring most typically took place in a one-to-one situation; however, small and large groups were occasionally used. The C A Ts helped their tutees in any area requested by the receiving teacher. The C A Ts were also, at times, called upon to function in the role of "Big Brother/Sister" to the younger student.

THE RECEIVING TEACHER

As outlined above, the receiving teacher was responsible for selecting tutees, determining the content of and providing materials for the sessions, and supervising the session in the classroom. When the program became operational, the critical importance of the receiving teacher became manifest and made it necessary to devote considerable time in briefing and assisting these teachers concerning their responsibilities. The responsibilities are:

(1) The teacher must discuss the visits of the CAT with the tutees, prior to his arrival, in such a manner that the sessions will be perceived as a privileged bit of special attention and not as a punishment for poor class performance.

(2) The teacher must have meaningful tasks that can be started immediately as the CAT arrives.

(3) The teacher must be liberal with praise and encouragement for both CAT and tutee.

(4) The CAT must not be used as an aide to grade papers, file work sheets, etc.

Almost every instance of the program's failure in the elementary classroom, and there were very few of them, could be directly traced to a lack of teacher knowledge or disregard of the guidelines listed above.

SEMINAR SESSION

In addition to the time actually spent in the tutoring sessions, each C A T was required to attend a weekly seminar which met after school one day each week. During this seminar, tutoring and personal experiences of the week were discussed and possible ways of solving problems or reacting to situations were elicited from the group. The C A Ts also discussed their feelings as tutors when they encountered problems in their dealings with their tutees. In some instances, this led to a better awareness of their own teacher's feelings and frustrations in the junior high classrooms. The seminars tended to bring the C A Ts together into a group. For some, it offered their first real sense of belonging to a group in a junior high setting. The seminar was also used to conduct whatever administrative business necessary to keep the program functioning.

PROGRAM EVALUATION

Tutees were evaluated by their teachers by means of standardized testing, teacher-made tests, class work, noting degree of participation, attitudinal manifestations and other commonly acceptable measures.

The C A Ts were evaluated by both the elementary teachers and their own junior high school classroom teachers on a quarterly basis. The elementary teachers were asked for written evaluations of the C A T in an anecdotal report which would include, but not necessarily be limited to, such items as appearance, patterns of behavior, rapport with tutees, effort, ingenuity, relations with teacher and examples of growth in areas of the tutees greatest needs.

The junior high school teachers were requested to evaluate the C A T by means of a questionnaire requiring responses on a continuum. A sample follows:

In your opinion, how do you rate the basic academic skills of this student in terms of production and effort?

EFFORT - 100% _____ 50% _____ 0%

Production -
% of assignments
completed 100% _____ 50% _____ 0%

In general, how would you describe this student's attitude in your class?

Positive -
% of the time 100% _____ 50% _____ 0%

In your opinion, how would you describe the self-confidence or willingness of the student to become involved in classroom activities?

Confident-
% of the time 100% _____ 50% _____ 0%

How would you describe this student's attitude toward helping other students with academic assignments or personal problems?

Willing to help -
% of the time 100% _____ 50% _____ 0%

This evaluation instrument has proved quite satisfactory. The evaluator is not asked to make comparisons, but simply to rate the student as he is now. This method seems to eliminate much of the difficulty inherent in a comparison type of measurement. The coordinators examine changes in the continuum lines for each CAT from quarter to quarter and share this information with them.

PROGRAM EXPANSION

Evaluations at the end of the pilot year of the program indicated that there was indeed evidence of growth in both C A Ts and tutees. Parents, teachers and students all favored continuation and expansion of the program. The program entered its second year of operation with its format essentially unchanged. The number of requests for C A Ts rose dramatically and the program rapidly expanded to over fifty C A Ts. Administrative and mechanical difficulties, however, began to develop. First, there was a greater impact on the classes at O'Neill. As stated above, each C A T was released from a regular class for the tutoring assignment. Making up the work that was missed was a requirement that was at best minimally accomplished. Also, the number of C A Ts leaving some of the classes began to approach 10% to 15% of the class enrollment.

This posed problems for the teachers in terms of class continuity. Second, there was inadequate supervision and clear cut responsibility was lacking in the program's administration. Beause the persons who were administratively responsible for the program had other full-time duties and were often unavailable to the program, some details and problems grew to disproportionate sizes. Third, many of the C A Ts have found it difficult or impossible to attend the after school seminar. There are many conflicting demands on the after school time of a junior high school student. As a result of this lack of attendance, there was a lack of cohesiveness, at times, among the C A Ts. In addition, communication between teachers, C A Ts and coordinators was extremely difficult outside the weekly seminar.

After giving careful consideration to each of the problem areas and discussing possible solutions, the decision was made to present to the Board of Education a proposal to have the Cross Age Tutoring Program made a part of the junior high school curriculum as an elective subject. Favorable consideration of this proposal is expected. Regular class status for the program will make it possible to expand to an optimum level, thereby providing the greatest benefits to the maximum number of students and eliminate all of the purely procedural and administrative difficulties thus far encountered.

It is with great optimism, based on proven performance and observable growth, that the program of Cross Age Tutoring in O'Neill Junior High School is offered as a partial answer to the questions of educators who are striving to accomplish that which is asked of them. The program is viewed as one more tool to help students and to facilitate their growth and development.

East Aurora, New York-2-1

PROPOSAL FOR HIGH SCHOOL STUDENT

INVOLVEMENT IN MIDDLE SCHOOL

RESOURCE ROOM PROGRAM

Prepared by:
Mr. Charles Kunzweiler
Resource Room Teacher

Literature in the field will attest to the fact that at least 30% of the students in a school have "minimal" learning disabilities which impede their progress in school and precipitate behavior problems. The Middle School has approximately 1100 students. Consequently, we can safely guess that at least 300 students will experience real problems in school this year. The BOCES Resource Room teacher works directly with twenty of the "worst" cases of learning disabilities.

Budget problems, lack of personnel, etc., have limited, and will probably continue to limit, the establishment of programs to meet the needs of learning disability students by state and local governments. While it is definitely worthwhile to pursue program development on that level, it may be just as worthwhile to use our ingenuity and take a look at our own untapped resources so that we can provide the best program possible.

Many of our High School students, by the time they have reached their senior year, have completed much or all of the required courses for graduation and are free to choose electives. Many of them are interested in careers in education, social work, psychology, and other helping services. They provide, as a group, a wealth of previously untapped manpower to help provide a more than adequate program for learning disability students. Aside from the obvious good it would do for the learning disability students, a "hands-on" experience for

high school seniors would provide much insight into the field, or related fields, that they are contemplating choosing as a lifetime career. Since the approach in the Middle School to servicing learning disability students is tutorial, these High School students would qualify to work in this program.

Thus, we are proposing the establishment of an elective course to be offered in the High School which will enable students to have a "hands-on" experience in the helping services. We suggest that the course be given for credit or for community service credit to be indicated on a student's records. We suggest a formal course, as opposed to "volunteer" approach, as a committment to follow through is necessary for the stability of the program.

Perhaps at a time when funding for education is being limited and all of the helping services are suffering, the establishment of a program such as this may provide some "light" to what could be a dark, and pessimistic situation.

The course will consist of classroom experience and a field placement experience.

The classroom experience will take place the last semester of the Junior year so that students completing the course may be available for field placement during their senior year. The course will be offered twice a week (two forty-five minute sessions) during the first semester.

Another course will also be offered at the beginning of the senior year. A two week intensive course-work session of 1½ hours per day followed by periodical seminars throughout the year to coincide with field placement would be offered.

The field experience will consist of at least one hour per day

throughout the senior year. Students will be assigned two LBD children to work with throughout the year. They will be responsible to the team teacher and the resource room teacher. Students may also become involved in counseling and in small group instruction, depending on the needs of the team teachers and/or the child. A diary of each days experience will be required.

Course Title: Practicum in Sociology-Experience in Teaching Learning Disabled Children.

Overall Objectives:

The following overall objectives are taken from the East Aurora High School Curriculum Guide and are applicable to the nature of this course.

1. Students, at the completion of their experience in the social studies, should be able to indicate competence in defining, describing, and applying the fundamental facts, concepts, understandings, and generalizations necessary to effective personal, vocational, and citizenship participation.
2. Students should be able to utilize effectively the inquiry skills fundamental to the social sciences.
3. Students should be able to develop the skills of self-learning necessary to future educational development.
4. Students should be able to participate effectively in interaction with other students of differing backgrounds, abilities and affective components.

East Aurora, New York-2-4

COURSE OUTLINE

A. General Objectives

I. To understand the nature and needs of L.B.D. children.

II. To understand the nature of the program in the Middle School.

III. To understand the role of the student intern.

IV. To understand the basic principles of behavior, remediation, circumvention, and amelioration.

B. Content Outline

I. Discussion of "Labeling"

II. Discussion of "Segregation" - pros and cons

III. General clarification and definition of L.B.D. children.

a. Learning theory

b. Characteristics of L.B.D. children

c. Medical model vs. Humanistic model

d. Discussion of types of behavior L.B.D. children may show and some behavioral concepts.

IV. Nature of program in the Middle School

a. Rationale

b. Organizational structure

V. Role of student intern

a. Remediate or circumvent?

b. Need for consistancy

c. Intern - team teacher relations

d. Interns needs vs. needs of child

VI. Basic principles of behavior

a. Some remedial techniques

b. Managing behavior

Once student involvement increases and a sufficient number of student interns are available, their services may be utilized in any elementary school programs as well.

READING PROGRAM FOR JUNIOR HIGH SCHOOL STUDENTS

Prepared by:
Mrs. Evelyn S. Oglesby
Supervisor of Reading

The junior high school reading program, funded by the Emergency School Aid Act, has been designed to reduce educational disadvantages relative to minority group isolation through changes in grouping for reading and through intensive teacher training in the area of reading.

To the majority of experienced teachers of almost any subject matter or skill, the urgent need for continuous training in reading is self-evident. The real problem in perfecting reading skills is where, when, and how to utilize and adapt available techniques, devices, materials, and practice-time to bring about maximum results for the greatest number of students at the junior high school level. In an effort to solve this problem specified classrooms in the junior high schools have been equipped as reading centers with several machines and multi-level reading materials to meet individual needs of students. Heterogeneous groups of 20 pupils meet five days a week for periods of 55 minutes each. A teacher and an instructional aide work together to provide appropriate instruction and individual prescriptions for each student.

Daily classes are planned around three major aspects:

1. An activity for the entire group in order to establish a feeling of camaraderie and a desirable self-concept

2. From total group activity, students move to flexible skills grouping tailored to the needs of the individual

3. Individual application: at this point the work of each student is checked individually; if mastery of the assignment is evident the pupil proceeds to the next level; if mastery is not evident, reteaching takes place and a new prescription using different instructional materials, but embracing the same skill, is written. When mastery is achieved, the student moves to the next level of difficulty; thus each student progresses successfully at his own rate and without undue pressure.

Continuous, individual evaluation is necessary. A standardized pre-test is given before the student begins the developmental reading class and a post-test will be given at the conclusion to measure a change in vocabulary, comprehension, rate of reading, and self-concept. Also, the student engages daily in self-evaluation as he corrects his own lessons, records his own progress, and evaluates his work with the teacher and/or aide.

Book-nooks have been set up in each reading center and students are allowed some time to choose and read books of their choice. Creative writing nooks also attract the most reluctant students.

Junior high reading teachers and aides were trained in a two-day workshop in August of 1973 with six follow-up workshop sessions during the school year. These sessions emphasized humanization of instructional teaching techniques, use of various machines, diagnosing reading problems, and prescribing appropriate methods and materials for remediation. Some time was allowed for consultants to explain the purpose, objectives, and use of new materials. A portion of the time was spent in constructing learning packets, games, and visuals for implementing the teaching of reading skills. In addition, reading teachers and aides meet with the supervisor on a monthly basis for continuing in-service and to discuss problems of instruction.

MAINSTREAMING JUNIOR HIGH SCHOOL/EMR STUDENTS

Prepared by:
Mrs. Nora E. Cartledge
Supervisor of Special Education

Dr. W. R. Nichols
Director of Research and Pupil Personnel Services

Mr. W. A. Butler
Supervisor of Guidance

Two years ago Chesapeake Public Schools began to study the efficacy of special class placement vs. regular class placement for Educable Mentally Retarded (EMR) students. It was observed that junior high school EMR students seemed to be affected more by the stigma of being placed in self-contained special education classes than EMR students at any other level. This observation was evidenced by the higher incidence of suspensions and absenteeism among the junior high EMR students in comparison to both regular classroom pupils and other special education pupils. These patterns of behavior reflected the EMR students' generally negative attitudes toward school engendered by placement in a self-contained special education classroom.

It was believed that junior high school EMR students could more fully develop positive social adjustment and academic potentials in the regular classroom if the special education teacher functioned as a Resource Teacher to both the EMR student and the regular classroom teacher. To explore the feasibility of regular classroom placement of junior high EMR students, Dr. W. R. Nichols, Director of Research and Pupil Personnel Services, and Mrs. Nora E. Cartledge, Supervisor of Special Education, presented a proposal to the Virginia State Department of Education in June 1972.

This proposal was designed as a pilot study to determine "The Comparative Effects of a Resource Teacher Model and Self-Contained Special Education Class Upon Educable Mentally Retarded Junior High School Students." It was hypothesized that the Resource Teacher Model would offer the following advantages: (1) improve the students' attitudes toward school, (2) eliminate the stigma attached to special class placement, (3) allow the retarded student to remain with his chronological age mates with the concomitant reward of regular class participation while receiving the benefit of specialized attack upon his learning problem, (4) avoid disruption of social groups, (5) possible return of some students to full time regular classes, (6) enable one special education

teacher to deal with the learning problems of from 24 to 36 students in the same school rather than the maximum of 16 prescribed by the State for self-contained special classes, (7) provide a model which could be considered for use in the entire city, and (8) provide an alternative to special class placement for students who score low on standardized intelligence tests due to social and economic deprivation.

A six-member team composed of an experienced, State endorsed teacher of EMR students and five regular classroom teachers was selected. The special education teacher assumed the role and function of a Resource Teacher (RT) who would coordinate the team. The team participated in a 25 hour workshop prior to the opening of school. The purposes of the workshop were to develop team cooperation, to acquaint the regular classroom teachers with the characteristics of EMR students, to acquaint the team with methods of diagnosing learning problems, to acquaint the team with methods of selecting appropriate teaching materials and procedures, and to develop the roles of the team members. The specific duties of the RT included: (1) providing direct services through instruction to EMR and slow learning regular class students, (2) working with team members in the selection of materials and evaluations of students, (3) periodic evaluation of students, (4) consulting with parents, (5) working with the school psychologist, (6) observing and assisting EMR students and slow learners in the regular classrooms of team members, (7) preparing teaching materials to aid the regular class teacher, (8) assisting the Guidance Department in scheduling students into the Resource Room, (9) keeping records of pupil progress, (10) diagnosing learning problems, and (11) writing perscriptions for teaching.

Following approval of the project, one class was randomly selected as the experimental class and one as the control class. The EMR students were mainstreamed by assigning them to team members for regular classroom instruction and to the RT for diagnostic, tutorial and supportive assistance. Students were assigned typically to the RT for one class period per day, but they were allowed to go more often if their needs required it. The RT, who was a full time staff member in the school, taught approximately eight (8) students for each of four class periods per day. She spent one class period assisting or conferring with other members of her team; and another class period was used for planning.

Before the end of the school year positive results were evidenced. Students who had been frequently suspended in the previous year were not suspended at all. The absentee rate decreased and EMR students seemed more self-confident. Results of achievement tests showed no significant difference between the experimental and control groups in reading,

spelling and arithmetic. These findings indicate that EMR students who are exposed to proper remediation and educational services can participate successfully in the mainstream of educational life.

Encouraged by these results the Chesapeake School Division elected to expand the Resource Teacher Model to include all junior high school EMR classes. In initiating the expansion, Dr. Nichols and Mrs. Cartledge applied for assistance under the Emergency School Aid Act (ESAA) in April 1973. The same procedure for implementation was followed with two additional services. First, each of the six schools involved was provided with a teacher's aide. Second, a master special education teacher was assigned to the project as a helping teacher. Her duties included direct services to team members in all of the schools.

At this time the model is operating in six schools utilizing eleven (11) Resource Teachers, forth-eight (48) team members, six (6) teacher aides and one Helping Teacher. Resource classes have been equipped with teaching materials which may be used by any member of the team. The program has received enthusiastic support from the EMR students, their teachers, principals, their parents, and other interested individuals. A monthly report submitted to the Special Education Department by team members keeps the Director of the project aware of on-going strengths and potential weaknesses of the program.

The program of mainstreaming EMR students affords several advantages as stated earlier in this paper. Perhaps the greatest advantage can be summed up in the words of one team member, "Special Education pupils feel more human - a part of the group."

Cedar Falls, Iowa

PROJECT CHALLENGE

Prepared by:
Mr. Richard Nystuen
Director of Pupil Services

The Cedar Falls Community Schools' Project CHALLENGE is a result of a five-month planning grant funded with Title III ESEA funds from November 1972 to March 1973. The project is intended for gifted students in grades K-6. Project CHALLENGE has three major goals with particular emphasis on staff development of twenty-five participating teachers. The three general goals are:

1. To upgrade the effectiveness of regular classroom teachers in understanding, identifying, and providing for the needs of talented students.
2. To enrich the teaching and learning experiences within the regular classroom, particularly for talented students.
3. To further the implementation and practice of individualization of instruction.

CHALLENGE is designed to produce growth in the self-esteem of gifted students, growth in overall school achievement, and to provide increased opportunities for independent study. Teachers will be encouraged to become more aware of the multi-dimensional aspects of student talent, higher levels of thinking, and the importance of the affective domain. It is also hoped that project activities will produce more effective verbal questioning skills in teachers and produce an increase in confidence and self-esteem of teachers.

The major portion of Project CHALLENGE will be devoted to a staff-development program. This program will be organized into three 12-hour

blocks with each block consisting of two 6-hour days and will be conducted during the school year. As stated in the Education of the Gifted and Talented Report to Congress by the U. S. Office of Education in August 1971--"The teacher is the key to effective programs."

Preparation of teachers to understand and to work with the gifted should come before huge amounts of money are spent on materials and facilities.

The content of the program should assist teachers in coping with the needs of talented students. Many of these students enjoy using their intellects to discover, invent, imagine, hypothesize, evaluate, analyze, etc. If teachers can design learning experiences that purposefully elicit higher thinking processes, many talented students may begin to realize their potential.

The advisory committee's position, however, is to use Project CHALLENGE as a vehicle for learning. No attempt is made here to foster the assumption that all problems related to the teaching of gifted students can be solved in a single, limited project.

The evaluation of the portion of CHALLENGE directed to students will be done using the Coopersmith Self-Concept Scale, Standardized Achievement tests, Stanford Achievement Test and the Iowa Tests of Basic Skills, and student interviews. The teacher portion of CHALLENGE will be evaluated using a check sheet inventory of teacher awareness, audio tapes of verbal classroom interaction (Aschner-Gallagher Verbal Interaction Analysis Scale), and the Tennessee Self-Concept Scale.

Section V: Approaches And Curriculum

1. Pre-Kindergarten Enrichment Program
   (Delaware, Ohio)

2. Kindergarten Gradual Entrance Program
   (Harford County, Maryland)

3. Maryland Slides For Social Studies
   (Harford County, Maryland)

4. An Aviation Education Program Which Increases Student Motivation And Improves School/Community Relations
   (Whippany, New Jersey)

5. An Approach To The Humanities In The Junior High
   (Downers Grove, Illinois)

6. Computer Cooperative: Instructional Uses
   (Downers Grove, Illinois)

7. Credit Counseling Program
   (South Euclid-Lyndhurst, Ohio)

8. The Development Of Criterion-Referenced Placement Tests
   (Kanawha County, W. Va.)

9. Death Education For 8th Grade
   (Ferndale, Washington)

10. The Demerit System: An Alternative To Central Detention System
    (Whippany, New Jersey)

11. Mini-Sessions Keep Children Bug-Eyed At Orchard Hill School
    (Cedar Falls, Iowa)

12. Career Motivation Program For Middle And High School Students
    (East Aurora, New York)

13. Project Big
    (Park Ridge, Illinois)

14. A New Look For Social Studies In Chatham High School
    (Chatham Borough, New Jersey)

DELAWARE, OHIO

PRE-KINDERGARTEN ENRICHMENT PROGRAM

Prepared by:
George Blakeslee
Conger Elementary School

INTRODUCTION

The Pre-Kindergarten Enrichment Program is a seven week summer program. One week is devoted to inservice training of, and post evaluation by the staff. Usually the staff assembles three days prior to the arrival of the children, and works two days after the program concludes.

The children attend the program during a six week schedule that usually begins in mid-June and concludes at the end of July.

Over the ten years of its existence, the program has been sponsored first by the Delaware City Board of Education, then by the Office of Economic Opportunity (Head Start) and the Delaware City Board of Education jointly, followed by funding from the Elementary and Secondary School Act of 1966 and the Delaware City Board of Education, and finally we've come full circle; and our present program is completely funded by our Delaware City Board of Education. Our program began one year prior to the start of Head Start.

Its success is reflected in the growth of the program from 42 children in its first year of operation to 158 children in the 1973 summer program. For the past several years over 60% of the children eligible have attended the program.

ORGANIZATION

All children in the Delaware City School District who are eligible for kindergarten in the fall may apply for admission to the Delaware City Pre-Kindergarten Enrichment Program. The program also includes certain select children who have been in kindergarten but, in the judgment of the teacher and the principal, would profit from the Pre-Kindergarten Enrichment Program.

During the spring school round-up held at each of the Delaware City Elementary Schools in March or April to register for fall admission, Forms "A," "B," and "C" are given to the parents and discussed with them. These forms relate to the Pre-Kindergarten Enrichment Program.

Form "A" describes in brief the philosophy of the Pre-Kindergarten Enrichment Program, the eligibility requirements, and the expectations when signing up for the program.

Form "B" describes a typical day in the classroom, outlines the weekly field trips, and indicates the starting and closing dates of the program.

Form "C" is the form used by the parents to register their child. Although a deadline for application is listed on the form, we admit children into the program from the time of the spring round-up and continue throughout our program. The majority of applicants must be registered by the end of May in order to schedule the children into classes and send home information relating to the program.

Form "A"

PRE-KINDERGARTEN ENRICHMENT PROGRAM
DELAWARE CITY SCHOOLS
DELAWARE, OHIO
SUMMER-1974

The Delaware City Schools will present its eleventh annual Pre-Kindergarten Enrichment Program during the summer of 1974. All children in the Delaware City School District who will be five years of age by September 30th will be eligible to apply for admission.

Arrangements will be made to accept all interested children in the program. Last year one hundred fifty-eight children took advantage of the program.

The purpose of the enrichment program is to offer children an opportunity for direct experiences. It will be geared primarily to giving children experiences in going places and seeing things.

The program will be built around one or two weekly field trips and three or four classroom sessions. The classroom sessions will be directly related to the field trips taken that given week.

The emphasis will be on the development of an oral vocabulary and the acquainting of children with group activity.

Children admitted to the program will be expected to participate fully in the program and be regular in attendance. Bus arrangements will be made to pick up and drop off children at Boardman, Carlisle, Conger and Smith Schools daily.

Teacher assignments and field trip schedules as well as swimming schedules for children registered will be mailed to each parent by June 12, 1974.

Robert F. Schultz
Superintendent of Schools

George Blakeslee
Director of Program

Form "B"

PRE-KINDERGARTEN ENRICHMENT PROGRAM
DELAWARE CITY SCHOOLS
DELAWARE, OHIO
SUMMER-1974
June 17 - July 26

Daily Bus Schedule - Monday through Friday

8:15 - 8:25	Daily Pick-up (Boardman, Carlisle, Conger and Smith)

Daily Schedule

8:30 - 9:00	Individual Activity - Daily planning with pupils
9:00 - 10:00	Swimming Time - Delaware County Pool - Return to school (Children will swim twice each week.)
or	
9:00 - 10:00	Storytime - Films and Film Strip Time
10:00 - 10:20	Restroom - Music Time - Rest Time - Dress Time
10:20 - 10:40	Snack Time
10:40 - 11:00	Circle Planning Time - Songs - Sharing Time
11:00 - 11:25	Organized and Controlled Play Time - Crafts Experience Books
11:25 - 11:30	Clean-up Time - Dismissal

Twice Weekly - Field Trips

1st Week	Trips and Visits Around Town
2nd Week	Trips to Dairy Farm and County Home Farm
3rd Week	Trips to the Airports (Delaware and Columbus)
4th Week	Trip to the Zoo
5th Week	Family Picnic and Swim at the Delaware State Park
6th Week	Parent Day and Blendon Woods Park, Columbus, Ohio

Other related field trips will be announced during the program.

Form "C"

PRE-KINDERGARTEN REGISTRATION
DELAWARE CITY SCHOOLS
DELAWARE, OHIO
SUMMER - 1974

JUNE 17 - JULY 26

Child's Name_____Sex M__ F__ Date of Birth _____

Parent's Name_____ Phone_____

Parent's Address _____

_____
Parent's Signature

Deadline for application - May 28, 1974

- -

Following receipt of the application forms, the children are assigned to a class. They are put in alphabetical order by boys and girls. Each teacher is assigned children from each of our elementary attendance areas.

One week prior to the start of the program the following information is mailed to the parents:

Sample 1: A letter detailing numerous facets of the program
Sample 2: A schedule of Field Trips
Sample 3: Pupil assignments, bus schedules and swimming time

Sample 1

PRE-KINDERGARTEN PROGRAM
DELAWARE CITY SCHOOLS
DELAWARE, OHIO
JUNE--1974

Dear Parents,

Your child has been accepted for participation in our Pre-Kindergarten Enrichment Program. The program will be conducted at Woodward Elementary School from June 17th through July 26th, Monday through Friday, from 8:30 a.m. until 11:30 a.m. There will be no school on July 4th. There will be a bus pick-up at Boardman, Carlisle, Conger and Smith Schools. Bus pick-up will begin at 8:00 a.m. at Carlisle and 8:15 a.m. at Boardman, Conger and Smith. Parents not wishing to take advantage of the bus pick-up, and all Woodward School parents, are expected to arrange their child's transportation to and from school. The child may walk with an older brother or sister.

We shall be staffed with six professional teachers, six teachers' aides, four runners, and myself. (Also two bus drivers) On a separate sheet I

have indicated your child's assignment for teacher placement, dates and time of field trips, library trips, and swimming times. Other necessary information will be forthcoming as we get into the program.

The question of clothing has arisen in the minds of many parents. May I suggest comfortable clothing for the boys and girls. They should wear clothing they can get into and out of easily, since we will be changing for swimming several times a week. Girls may wear either dresses or play suits. Boys may wear either short or long pants. The choice of clothing is left entirely up to the parents.

Enclosed are two copies of the field trip schedule. Please indicate those trips you could make with us and return one of them to school on the first day. You keep the other schedule as your reminder of the field trips you plan to take with us. If I must adjust this schedule, I will notify you of the change, otherwise, I will expect you to make the trips you indicate. We urge you to go on these trips.

I realize many families will be involved in vacations, Bible School, and other activity during part of our program. May I encourage you to have your child participate in these other programs. We ask only that you notify us of the dates your child will not be present for our program. Please indicate that in the appropriate spot on the field trip form and return it on the first day of school, or mail it to me.

Those children who are going swimming should bring with them a swimming suit and towel. If you are unable to provide a swim suit or towel, please notify me immediately, and I shall make arrangements to secure one for you. We will have separate dressing rooms for boys and girls. (Please mark your child's swimming suit and towel so it can be properly identified.)

All supplies and equipment will be provided free of charge. The program is sponsored by the Delaware City Board of Education.

Remember, we urge and encourage parents to participate in our program. Only you can decide how much or how little to participate. You are welcome at all times. Please feel free to share in the program with us.

Please direct all questions or concerns you have to me. Phone me at Conger School - 363-7731 or at home - 362-3263.

During the first week of school, please pin a name tag on your child with the following information: (1) Child's name, (2) Name of child's teacher, (3) If bus child, name of school where he gets his bus, (4) If walking child, or parent picks child up, indicate that on name tag.

Sincerely,

George Blakeslee

Only parents or guardians are permitted on field trips with their child, due to limited bus space.

Sample 2

MONDAY & WEDNESDAY FIELD TRIP CLASSES

Sorry, due to lack of space on the bus, only parents or guardians are permitted to go on field trips with their child. (No brothers, sisters, or baby sitters may go.)

Field Trip Schedule: You keep the blue copy to remind you of the trips you signed up for and return the white copy to school with your child on the first day of school. Pin it on the child's clothing so it won't get lost.

Field trips you plan to go on:

Parent's Signature	Date of Trip	Place of Trip	Time We Leave Woodward School
_____	June 17, 1974	Police and Fire Departments	10:00 a.m.
_____	June 19, 1974	Water Dept. and Delaware Dam	8:45 a.m.
_____	June 24, 1974	Delaware County Home and Farm	9:30 a.m.
_____	June 26, 1974	Dairy Farm	8:45 a.m.
_____	July 1, 1974	Delaware Airport	10:00 a.m.
_____	July 3, 1974	Columbus Airport	8:45 a.m.
_____	July 8, 1974	Grocery Store	9:45 a.m.
_____	July 10, 1974	Columbus Zoo	9:30 a.m.
_____	July 15, 1974	To be announced	
_____	July 17, 1974	Family Swim and Picnic	9:45 a.m.
_____	July 24, 1974	Open House	10:00 to 11:00 a.m.

Library visits to the Delaware County Library will be scheduled on July 22, 1974.

Notices will be sent home as to the time your child's class will attend the library.

On July 26, 1974 our final field trip will be to one of the parks in Columbus. This field trip will be for our students and staff only.

Cost of the Zoo trip this year will be $.25 per child and $1.25 per adult. If you cannot afford this, please check with me.

My child will be absent on the following dates: _____

Sample 3

Daily Bus Schedule:

Carlisle -- 8:00 a.m.
Boardman -- 8:15 a.m.
Conger -- 8:15 a.m.
Smith -- 8:15 a.m.

Bus pick-up will be promptly at the times indicated. Parents should plan to meet the return bus home no later than 11:30 a.m. at the school each day.

Pupil Assignment:

Your child is assigned to the teacher indicated by the check below:

Ms. Doe _____

Ms. Doe _____

Mr. Doe _____

Ms. Doe _____

Ms. Doe _____

Ms. Doe _____

Swimming Lessons:

This program is optional. You decide if your child will participate. These are the regular swimming lessons conducted at the Delaware County Swimming Pool. Those children not involved in swimming will remain in the classroom and work with the teacher.

Your child is scheduled for summer swimming lessons on the following days and at the time indicated by the check:

9:00 - 10:00 a.m. Monday & Wednesday _____

10:00 - 11:00 a.m. Monday & Wednesday _____

9:00 - 10:00 a.m. Tuesday & Thursday _____

10:00 - 11:00 a.m. Tuesday & Thursday _____

(On the first week the Monday and Wednesday group will swim on Wednesday and Friday.)

SUMMARY

The Pre-Kindergarten Enrichment is limited only by the lack of imagination on the part of the total staff.

During the three day inservice workshop that precedes the opening of the program, the staff is presented the basic philosophy of the program (See Form "A"). The total program is reviewed and suggestions solicited. Creativity, imagination, and originality are encouraged in the teacher's program planning. Pupil assignments and other pertinent information is passed out at this time. Materials are distributed, and classrooms are made ready by the teachers, teacher aides, and runners.

The Director sets the guidelines for the program and requires the following:

(1) The teacher develops plans and conducts the program around the theme of the week.

(2) Develop an "Experience Book" for each child, (This will include the work done by the child during the program.)

(3) Have each child make a pinch pot (or similar object) of ceramic clay.

We have found that children place a high premium on the work they do. They are very anxious to take this work home and show it to their parents immediately. Often the child will make something to take home and something for his "Experience Book." We have found the child's work an excellent means to get non-verbal children to verbalize.

The manner in which the above mentioned requirements are met is left in the hands of the classroom teacher. Although the teachers share their ideas with one another at our weekly staff meetings, we find we have as many different approaches to the "Theme of the Week" as we have classrooms.

The staff is reminded that our program emphasizes the development of an oral vocabulary and acquainting of children with group activity. We stress a pleasant, positive approach from the time the children are greeted by the runners and bus driver, or teacher and/or teacher aide, until we say goodbye at the end of our day. We deal in a firm, positive way with children to meet these two important goals.

A complete Curriculum Guide is available. Besides the materials, forms, and samples listed in this article, it includes the following information for each of the weeks:

(1) Theme of the Week

(2) Swimming Information

(3) Field Trips

(4) Suggested Activities

(5) Film Strips Available

(6) Songs and Stories

(7) Records Available

(8) Supplies and Materials Needed

Especially unique are the "Weekly Notes for the Teacher." Several examples are listed below:

Make name tags for field trip.

Have children used the restroom before trip?

Have master list of children as you have assigned them to mothers for the field trip.

Pin all communications from school on child's clothing prior to dismissal.

Are we allowing children time to talk and communicate with each other and with the staff?

Children should be encouraged to verbalize their experiences. Are they learning to take turns - to listen to each other?

Each week has its own set of "Notes for the Teacher."

Although we make a very strong, personal appeal (including home visits) to the parents of the underprivileged child to enroll their child in the program, we encourage involvement of all eligible children. We have had a very strong, positive response for our program from all sectors of our community. We feel the involvement of over 70% of our Kindergarten children in our 1973 program speaks to the success of Pre-Kindergarten Enrichment Program venture.

KINDERGARTEN GRADUAL ENTRANCE PROGRAM

Prepared by:
Marlin C. Dellinger
Principal of Bel Air
Elementary School

The need for modification of our kindergarten entrance procedure was apparent to school personnel in considering some of the problems which confront children on the first day of school. They ordinarily come to us with many fears and anxieties about an environment which is completely foreign to them. When they descend upon us simultaneously, it is impossible for teachers to provide the reassurance and affection they need in order to know that things are all right and that they can place confidence in their teacher. The problem is compounded by some of the youngsters arriving alone and without having formally registered. It was not unusual for a child not to know his name or refuse to reveal it to the teacher. Most children have anxiety about how they will get home, especially if they ride a bus. The most anxious demonstrate behavior such as extensive crying or attempts to run away from school. Overtiredness on the part of the youngsters who encounter a full schedule on their initial contact with school resulted in irritable behavior and, in many cases, hostile and aggressive attitudes toward peers. When these conditions are aggravated by children's total unfamiliarity with the new environment in which they find themselves, it is obvious that their first contact with school is likely to be less desirable than we would have liked it to be. In short, teachers simply did not have the time to provide for individual needs as they should be accommodated under the entry process that was being practiced.

In the fall of 1970, a committee was established to study the need and desirability of adopting a gradual entrance program for kindergarten children in Harford County.

The following advantages had sufficient value for the children to merit consideration:

1. Opportunity for teacher and children to meet for the first time in a small group - very nearly on a one-to-one basis.

2. Opportunity for teacher and parents to meet, to become acquainted, and to set a date for a formal conference for those who feel a special need.

3. Opportunity for children to explore the room and to be introduced to the various facilities and materials.

4. Opportunity to relieve anxieties of some children in meeting a large group all at one time without the security of parental accompaniment.

5. Opportunity for early identification of possible problems with either children and parents, and the corresponding opportunity for preplanning means of overcoming them.

6. Opportunity allowed by the shortened day to forstall fatigue and prevent loss of interest due to short attention span of children.

7. Opportunity to institute some basic routines and to make sure that these are understood by each child. Toileting routines are a special problem with beginning children.

8. Opportunity for the school and bus contractor to cope with the new children in small groups rather than all at once.

9. Opportunity to ease the transition from home to school by presenting the child with a less threatening, more relaxed situation when they must return on their own.

These nine advantages do not represent an exhaustive list but are intended to illustrate a number of benefits which derive from gradual entrance. Basically, the advantages listed might be summarized as promoting for children a more positive transition from home and

happier and more healthy adjustment to school.

Certain problems are inherent in developing a gradual entrance program. The following areas are representative of the administrative concerns that would need to be resolved in all participating schools.

1. Communication - It is imperative that the general school public be informed as to the purposes and procedures involved in gradual entry.

2. Conferences - It should be noted that the parent-teacher conferences are an integral part of the program.

3. Identification and Designation of Grouping Patterns - Considerable variations exist among the schools. The time factor is critical since grouping patterns are impossible to finalize until after August registration.

4. Intra-School Coordination - School principals will need to coordinate transportation schedules and time schedules for the gradual entry period separately from those in use for kindergarten for the regular school year. Total teacher-parent-school coordination is essential for a smoothly operating program.

Considering both the advantages of gradual entry and the problems inherent in its implementation, it was the recommendation of the county committee that a pilot program be instituted in four schools for September, 1971. The committee felt that the pilot program would be helpful in evaluating all aspects of the gradual entrance program in order to derive more objective evidence of its value. The schools selected for the pilot program were Youth's Benefit Elementary School, Havre de Grace Elementary School, Bel Air Elementary School, and Norrisville Elementary School. These schools were identified because of the diversity which exists among them. Those schools represent a good cross-section of our elementary schools throughout the county.

Based upon the successful results of the initial pilot program the gradual entrance was further extended to twelve schools during

the 1972-73 school year. In September of 1973 all elementary schools in Harford County participated in the Kindergarten Gradual Entrance Program and will continue to do so in subsequent years.

The plan for gradual entrance would begin on the first day of school. Children are introduced into the program in groups approximating one-fourth of the total class size over the period of the first four days of the first week of school. Full-time regular classes would begin for all children on the fifth day of school.

The following schedule was designed to clarify the specific operation on each of the four days of gradual entry.

First Day

8:30 - 9:30 - 1/4 of A.M. students come for conference accompanied and transported by parents.

10:00 - 11:00 - Second 1/4 of A.M. students come for conference accompanied and transported by parents.

12:20 - 1:20 - 1/4 of P.M. students come for conference accompanied and transported by parents.

1:45 - 3:00 - Second 1/4 of P.M. students come for conference accompanied and transported by parents.

Second Day

8:30 - 9:30 - All A.M. children conferenced on the first day of school attend an abbreviated session by normal means of transportation.

10:00 - 11:00 - Third 1/4 of A.M. students come for conference accompanied and transported by parents.

12:20 - 1:20 - Third 1/4 of P.M. students come for conference accompanied and transported by parents.

1:45 - 3:00 - All P.M. children conferenced on the first day of school attend an abbreviated session by normal means of transportation.

Third Day

8:30 - 9:30 - All A.M. children conferenced on the first and second day attend an abbreviated session by normal means of transportation.

10:00 - 11:00 - Remaining A.M. students come for conference accompanied and transported by parents.

12:20 - 1:20 - Remaining P.M. students come for conference accompanied and transported by parents.

1:45 - 3:00 - All P.M. students conferenced on the first and second day attend an abbreviated session by normal means of transportation.

Fourth Day

8:30 - 9:30 - Abbreviated sessions for all A.M. students who have been conferenced.

10:00 - 11:00 - (Additional conference time as needed.)

12:20 - 1:20 - (Additional conference time as needed.)

1:45 - 3:00 - Abbreviated sessions for all P.M. students who have been conferenced.

Fifth Day

All students attend kindergarten for the normal kindergarten school day.

A.M. 8:30 - 11:00

P.M. 12:30 - 3:00

The child's first experience in kindergarten begins with an initial parent-teacher-child conference. Parents are requested to bring their child. The parent and child visit in the room for one hour and meet with the teacher. During this hour the teacher works with the children about forty minutes and then talks to the parents about twenty minutes.

The abbreviated one-hour session involves small groups of children coming to school by way of designated transportation on an assigned

schedule. Activities are of shorter duration, and the teacher works with smaller groups of children.

After every child has had an initial conference and at least one abbreviated session, regular half-day kindergarten sessions begin.

MARYLAND SLIDES FOR SOCIAL STUDIES

Prepared by:
Charles Robbins
Social Studies Teacher at
Bel Air Middle School

Social studies teachers at the elementary and middle school levels usually have more audio-visual materials available on every imaginable subject than they could possibly use in one school year. Colonial Farming Practices, Oil Rich Arab Nations, The Geography of Tasmania, and The Climate of the Seychelles, to mention a few topics, are all well-documented on filmstrips, film loops, motion pictures, or TV tapes. There is, however, one area that is frequently overlooked or completely ignored. That is any visual material whatsoever on local communities, counties, and, quite often, the state in which the children live and are required to learn all about their own government, history, and geography.

The General Curriculum Committee of the Board of Education of Harford County recognized this deficiency and when teachers and librarians sought permission to develop their own audio-visual materials, the committee authorized, encouraged, and provided the necessary financial resources to begin the project. The result has been the production of eight series of 35mm color slides and scripts related to local and state social studies subjects.

There is a decided advantage in having teacher written and produced media materials in the local school systems. They know, better than anyone else, what areas need to be covered and what will be truly meaningful to their students. Cooperating with local governmental agencies and historical groups also gives the teachers more knowledge and a much better understanding of their subject.

The technical aspects of production of a slide series present no problems. All that is needed is a good 35mm camera and a copy stand. The excellent quality of color film and the lens and metering systems in today's cameras make it almost impossible to take a "bad" picture. Slides can be reproduced commercially or the local system can purchase its own reproduction equipment. More elaborate materials can be produced, of course, if the financial resources are available. In Harford County, all of the slide series have been made available to individual schools at the cost of the film needed to reproduce each series.

The series produced by the Board of Education of Harford County are:

"An Introduction to Harford County" -- (8th grade) 80 slides, script, and narration on tape cassette. An overview of the county's history, geography, economy, and recreational facilities.

"An Introduction to Harford County" -- (4th grade) 60 slides and script. Essentially the same as the eighth grade series, but with a section devoted to legends and ghost stories.

"Harford's Economy" -- (8th grade) 120 slides and script. Examines in some detail the county's industrial corridor and major industries. Concludes with a survey of representative services, retail businesses, utilities, and agriculture.

"Politics - 1970" -- (all secondary grades) 80 slides, script, map of election districts, and list of all candidates. A close look at the issues, candidates, and campaign methods during the 1970 primary and general elections.

"The Susquehanna and Tidewater Canal" - (8th grade) 53 slides and script. This set takes the students on a walking tour of this now abandoned, but once important, canal. Emphasis is placed on the locks and wall sections in best condition today and easily accessible to visitors.

"The Old Post Road" - (8th grade) 31 slides and script. Provides a trip, from west to east, on the Old Post Road in Harford County. Historical sites and geographical features of this colonial road are identified.

"About the Bay. . ." - (8th grade) 80 slides and script. An aerial circumnavigation of the Maryland portion of the Chesapeake Bay. Historical sites, geography, ecology, and unique cultural features are stressed throughout the presentation.

"Ducks and Decoys" - (8th grade) 80 slides and script. Students are introduced to this special feature of the Bay region, review the history of gunning on the Susquehanna "Flats," and see one of the last decoy makers carve, sand, and paint wooden decoys.

Many more sets might well be produced and well used in the classrooms. The list of suitable topics is almost limitless. The sets have also proven to be very popular with local civic and historical groups and have been featured on many programs throughout the county.

The General Curriculum Committee of Harford County has found a relatively inexpensive and efficient method of filling a long-standing need in the area of local and state social studies subjects.

Hanover Park Regional High School District
Whippany, New Jersey 1-1

AN AVIATION EDUCATION PROGRAM WHICH INCREASES STUDENT MOTIVATION AND IMPROVES SCHOOL -COMMUNITY RELATIONS

Prepared by:
Mr. Cyril M. Rickwalder
Assistant Principal
Whippany Park High School

PROGRAM DESCRIPTION

Approximately forty sophomore, junior, and senior students representing two classes, meet daily in a forty-five minute period for formal instruction in Aviation Education. Two periods per week are devoted to laboratory work using an in-house "Link" trainer for simulated flight instruction.

An Aviation Education Advisory Council, composed of members of the community who are pilots or have an affiliation with the aviation industry, was formed to aid in the development of the program for the school district.

OBJECTIVES OF THE PROGRAM

1. To provide students with an understanding of aviation, history, principles, and theory.

2. To provide an avenue for students who have an interest in this area.

3. To enable the student to successfully complete the written portion of the private pilots' examination.

NEED FOR THE PROGRAM

A survey taken by the guidance department indicated that approximately thirty students were genuinely interested in pursuing this course. The proximity of several airports and the opportunity for a wide variety of careers in the aviation industry at the present time also makes this course feasible.

PROGRAM STAFF

A member of our present staff has been identified as the instructor for this course. Teaching the course would represent two fifths of his assignment.

At the present time there is no certification by the State of New Jersey in the field of Aviation. A person who has high school certification in any area could teach this course.

This class is scheduled in a regular classroom.

OBJECTIVES OF THE ADVISORY COUNCIL

1. To provide opportunities for students to visit a variety of airports and other aviation-related facilities.

2. To make presentations to the class in their field of interest or expertise.

3. To become active agents for recommending modifications or changes in the basic curriculum.

4. To provide a source of materials such as film strips, films, and other informational bulletins to which they might have access.

5. To act as advisors for students who have completed the one year course and who wish to continue study in Aviation Education through Independent Study in the senior year.

PROGRAM COURSE OUTLINE

1. Pre-Flight Facts
   - A. Aircraft Components
   - B. Gravity
   - C. Engine Cooling
   - D. The Three Axes
   - E. Vacuum System
   - F. Pitot-static System
   - G. Electrical System
   - H. Fuel System
   - I. Pre-Flight Inspection

2. Navigation
    A. Charts
    B. Navigation Planning Aids
    C. Radio Frequencies and Airport Data
3. Federal Aviation Regulations
    A. Student and Private Pilot
4. Flight Computer
    A. Calculator Side
    B. Wind Side
5. Meteorology
    A. Weather Map
    B. Basic Clouds
    C. Thermals
    D. Turbulence in Clouds
    E. Air Masses
    F. Fronts
    G. Barometric Pressure
    H. Weather Advisory Service
6. Radio Navigation
    A. Omni Navigation
    B. Low Frequency Range
    C. ADF

7. Typical Cross Country Written Examination for Private Pilot

PROGRAM AS A STUDENT MOTIVATOR

A preliminary survey taken by guidance indicated that one class of approximately twenty-five to thirty students were interested in a course in aviation. However, when actual numbers of students were tabulated, over forty students had been registered, necessitating two sections instead of one.

An evaluation of the course was conducted during early winter with very positive results. However, with the acquisition of the "Link" trainer during the holiday season, a phenomenal change in interest has been observed. Although students have the opportunity to use the trainer during one of the two laboratory periods per week, many students have been receiving extra training either prior to school or after school hours every day.

At the present time, student enrollment for next year indicates that at least three classes will have to be scheduled. In addition, because of the fine publicity the program has received, the guidance department at our sister high school reports that an additional class from that school might have to be accommodated at Whippany Park High School.

PROGRAM WHICH IMPROVES SCHOOL-COMMUNITY RELATIONS

It was felt that since a course in aviation was not the typical type of course offered in a high school curriculum, much work would have to be done outside the scope of the traditional approaches to education in order to develop an appropriate program. Therefore, an advisory group of adults was established from the district to help guide the program. Once the objectives of the committee were established, results were almost immediate. Through the efforts of members of the committee, a local industry became aware that the course was being offered. This industry then donated a "Link" trainer to the school system. Because of the size and technical nature of the trainer, the problem of dismantling, moving, and reassembling, became an almost unsurmountable task. Once again, members of the committee who had the necessary expertise, assumed the responsibility for this job. They donated two days of their time to the accomplishment of this difficult task. As a result of the publicity given the trainer, another company donated an Automatic Direction Finder to the program.

In just a few months, a course which relied on textbooks and some minimal laboratory materials, now had equipment worth thousands of dollars at its disposal at no cost to the school district. Interested members of the community have provided a valuable service to the school system and a fledgling program has become a viable part of the total school curriculum.

SUMMARY

Much work has to be done to incorporate the "Link" trainer and the Automatic Directional Finder into the course of study, but the Aviation Advisory Committee has taken on a new zeal in attacking their original objectives and seeing them through to their completion.

When a committee is formed from people in the community who share a common interest, the possibilities are limitless and the fine school-community relations are invaluable.

School District # 58
Downers Grove, Illinois

AN APPROACH TO THE HUMANITIES IN THE JUNIOR HIGH

Prepared by: Laura Lee Jackson
Carolyn L. Quinlan
Eleanore S. Kanaba
William M. Richards

INTRODUCTION

The Humanities Program at Herrick Junior High School grew piecemeal out of a growing concern among a group of eighth grade elective teachers. This concern was basically that the curriculum in the arts and in the academic areas of study was becoming fragmented and pedantic: that the classroom teacher's activities were limited by requirements of the state and school district, the limited amount of time available in one class period (or sometimes the surplus of same), the general divorcement of art, music, the theatre and history not only from each other, but also from the culture in general, and the natural frustrations that come from one teacher trying to deal with as many as forty students in a performance elective class such as art or speech. The students in the eighth grade were receiving a good general grounding in geography and primitive cultures in the seventh grade "mini-school" program. Most of them had learned to deal effectively with the responsibility and freedom occasioned by the flexibility of the mini-school approach. It seemed only logical to expand the continuum begun in the seventh grade. But since the teachers interested in teaming specialized in the arts and humanities rather than the humanities and natural sciences, a new philosophical approach was needed.

A Conference sponsored by the Gifted Child people in the spring of 1972 provided the necessary impetus and direction. The Conference was held at Starved Rock State Park and filled three days with discussions, presentations and brainstorming about Humanities programs in general. The emphasis was mainly on secondary and college level programs, but the delegation from Herrick found itself warmly welcomed as comrades in a crusade to revitalize and reinstate the humanities as a relevant and viable discipline. We were immediately won over to the cause and began planning (on the veranda overlooking the Illinois River at sunset) our program that would solve all the ills, discipline-wise and relevancy-wise of the eighth grade curriculum. We took off with all the zeal of revolutionaries - and when we returned to school from our retreat we were clobbered with all the trivia the bureaucracy could muster: but with the help of some open-minded and progressive administrators (who were also based in the humanities), a workable program was arrived at.

The program is completing its second year now and we believe that the enthusiasm of the students, the results in behavior, artistic achievement and scholarship speak for themselves. The determination of the instructors that the program is the right one for the right kids at the right time has grown with each unit completed and each unit project presented by the students.

DESCRIPTION OF THE PROGRAM

The School

Herrick Junior High School is located in Downers Grove, Illinois. The suburb lies about twenty-five miles west of Chicago and has grown in population from 17,200 when the school was built in 1953 to 33,588 persons in 1970. By 1970 the school had been enlarged by two major additions and a second Junior High School has been built in the district. In the early seventies, three portable units were added and the school population had grown to nearly nine hundred students. Downers Grove had grown from a small town suburb to a section of the growing megalopolis of Chicago.

The Staff

The Humanities team consists of four instructors holding secondary certificates in one or more of the following areas: Art, Music, Speech-Theatre, Language Arts, and Social Studies. These four instructors have worked together since the beginning of the program. The building Principal and Assistant Principal have monitored, assisted in the development and refinement of the program and acted as facilitators between the "dreamers" on the team and the realities of the public schools. Community resource people are also utilized as clerical aides and project resource aides on a voluntary basis. The teaching experience of the instructors, at the outset of the program, ranged from fourteen years to one year.

The Students

The personalities of the sixty students in the Humanities program mirrors the diversity of the rapidly urbanizing community from which they come. All ability and interest groups are represented. If any one common characteristic seems to emerge from this group, it seems to be that they tend to be creative rather than intellectual and respond better to affective, rather than cognitive learning situations. This characteristic may be explained by the fact that the Humanities program is offered as an elective and "artistic" students are encouraged to enroll. There is also the usual number of students who are enrolled "because it would be good for them", but these students have largely found themselves enjoying the program in spite of the original motive for their enrollment.

The Time

Humanities meets in the morning from 8:34 a.m. to 11:42 a.m. The teaming approach offers a great deal of flexibility within this time period, but that same flexibility is limited by the fact that three of the team members have some non-Humanities classes scheduled during that time. The greatest portion of this time is taken up by blocks called "Language Arts" and "Social Studies", but since the program is integrated and interdisciplinary, this nomenclature is sometimes decieving. Time is allotted by teachers and students depending on where they find themselves in a particular unit.

Some examples of past scheduling:

Day A - Blue Group (30 students)
8:34-9:38 Social Studies - work on Utopias economic systems

9:42-10:48 Language Arts - discussion of meat-packing industry in The Jungle.

10:58-11:42 Work on creative projects for Man and Society unit.

Day B - Blue and Red Groups (60 students)
8:34-10:48 Meet in Cafetorium and see film, "Cheyanne Autumn"

10:58-11:42 Quilting group meet in office for work with Mrs. Mager.
Free time for project work
Or
Meet in 203 for discussion of "Cheyanne Autumn" compared to "Cheyanne Exodus" in Bury My Heart at Wounded Knee.

Day C - Red Group (30 students)
8:34-9:16 Creative project contracts due to Man and Revolution Unit
9:20-10:02 Work on Grammar Packets
10:06-10:48 Work on Quackeranian Constitution for the Humanities Revolution
10:58-11:42 Art presentation:"The Third of May" by Goya.

The Facilities

Because of the traditional structure of the physical plan of the school, several sacrifices had to be made. The Humanities program utilizes two large classrooms (each large enough to seat sixty students if necessary), an art room and a "cafetorium" for more comfortable large group meetings and films. The two classrooms are joined by a small office area that houses files and AV equipment as well as surplus projects in progress.

The Library is also used extensively and the Librarian is included in planning of units and as a curriculum resource person. The arrangement has proven most satisfactory, the only problem being that the classrooms and office are at one end of the building, the art room and cafetorium at the other and the library in the middle: this has presented a coverage problem for the teaching team at times that can only be solved by a good deal of hiking back and forth.

Curriculum and Materials

The required curriculum in eighth grade language arts and social studies is presented, but the material has been rearranged to fit into the broad cultural themes used as the basis of the program. Research and inquiry skills are stressed with an emphasis on primary sources and performance-simulation.

Learning packages that have been developed by the staff are utilized in moderation with a greater emphasis on student-developed projects and inquiry-discussion work in groups. Large-group lectures and media presentations are used sparingly, usually at the beginning or end of a unit.

IMPLEMENTATION

Theme Units

The Humanities curriculum is based around the examination and interpretation of five broad major themes:

Man and Religion
Man and Society
Man and Revolution
Man and Technology
Man and Environment

These areas are introduced with a general overview presentation by the instructors followed by a period of research by the students and then a formulation of observations and conclusions by the whole group. Some units contain project activities in addition to the individual creative projects; for example: In the Man and Revolution unit the students simulate a revolution after studying the political, economic and cultural aspects of several historical revolutions. One group formulates a government and centralizes power while the other group attempts to assume and maintain power - the activity ends when a stable synthesis has been achieved.

Creative Projects

Each student is responsible for completing one major creative project per theme unit. These projects are contracted individually or in small groups and are the result of varied and extensive research: they are mainly of an artistic or presentational nature and occasionally take the form of a

written paper. The depth of scholarship is attested to by the emotional and intellectual involvement of the students in their projects after class as well as during, and also by the experience that once begun, the projects have taken from two to twenty weeks to complete (average time is four to six weeks). A suggested project list is available with each unit; the students are free to develop their own ideas for projects. Past projects have included totem poles and opera set models, stained glass windows (simulated glass, but full-size) and pointilistic paintings; hand-sculpted snow men and tin-can junk sculptures.

Field Trips

Field trips form an important part of the Humanities program. The number of students who make an individual trip is dependant on how many students wish to go and facilities at the destination. For example, all sixty students attended a performance of "La Boheme" at the Lyric Opera and saw the Renoir exhibit at the Art Institute, but only twenty students visited the Chicago Buddhist Temple and fifteen visited Holy Trinity Russian Orthodox Cathedral. Students suggest many field trips and resource people and the Chicago Guide are consulted for other ideas. The prime requirements for choosing places for field trips are:

1) that the place to be visited is unique and is richly indicative of a given aspect of culture
2) that knowledgeable and primary resource people are available at the site
3) that the visit fits academically into the current theme unit
4) that there is sufficient material and knowledge at the school and within the team to prepare the students to actively participate in the learning experience of the trip itself.

Parents are encouraged to accompany the trip and we have had most enjoyable trips where the parents have become just as involved in the questions and investigations as their children. We have avoided the people-looking-at-things approach to field trips and attempted to involve the students with colorful, primary people wherever possible. The selective attendance policy enhances interest and minimizes discipline difficulties.

Group Work

Students work almost exclusively in small groups in the Humanities Program. The groups function as problem-solving or research units. The emphasis is on systematic inquiry and discussion. Opinions are respected when they are defended rationally. The discussion function of these groups cannot be underrated, since projects and research are largely student-generated with the teacher acting as resource and guide.

Coordination of Subject Areas

One of the major problems at the outset of the program was the non-relatedness of the eighth grade social studies units. The grammar and literature of the language arts curriculum was adapted by introducing learning packets for grammar and the novels The Jungle and The Good Earth are used for literature study as well as part of the academic unit work. The social studies problem was solved by departing from the chronological approach to history and by integrating other units (i.e. careers and consumerism) into theme units (technology and environment). The academic curriculum was organized around the theme units and the whole construct was then interpreted through the arts. For example, the academic core of the Man and Revolution unit includes the following:

Social Studies: Marx's Social Change Model applied to French, American, Russian, Cuban, Chinese Revolutions and Spanish and American Civil Wars.

Language Arts: Adverb packet, The Good Earth, protest writing.

Music: Music of the American and Spanish Civil Wars.

Art: The Impressionist Revolution in Art, Picasso's Guernica, Goya's The Third of May.

Unit Project: Do-it-yourself revolution

Advangages of the Humanities Program

In addition to the obvious advantages of team teaching, the following positive results have been noticed by the instructors:

1) The flexibility of time, space and personnel begets a more leisurely and thorough examination of all aspects of a problem-solving situation; no longer is it necessary to cut short a "wound-up" discussion simply because the class period is over. The discussion can be pursued to a conclusion and tangental arguments, which may inspire creative projects, can be classified and treated.

2) The students have time to be creative, frivolous and profound. They are not locked into a completely academic framework. By learning to evaluate an aspect of culture objectively and in perspective with other cultures, the particular aspect is removed from the sterile vacuum of the textbook and placed into the rich milieu of human existence with all its genius, foolishness and depth.

3) The instructors have noted an increased sensitivity and sensibility on the part of the students. Nudes are not laughed at unless that is the artist's intent and foolish people are appreciated for their ability to comment on the human condition. Sociological patterns and trends are grappled with successfully and an answer is never unquestionably accepted.

4) A camaraderie develops between the students and instructors that fosters learning on both sides of the desk and minimizes discipline problems.

5) The instructors find their creativity constantly tested and the class enters a new adventure with each unit unique to that group by virtue of the involvement of the students, by contract and discourse, in the individual programming of the students' courses of study.

6) By actually using skills (i.e. map reading, grammar, research) instead of just learning about them, students develop a remarkable ability to deal with unfamiliar academic situations and even the dullest students are able to excel in their own areas of capability--and have it count.

7) The neurosis about grades has been largely overcome with the useage of a performance-points system of evaluation.

Disadvantages

The Humanities Program, being the first interdisciplinary arts-centered program at Herrick, inevitably encountered a few difficulties in its first years. These difficulties were vastly outweighed by the advantages, but are outlined here for the reader's information.

1) There was, naturally a paucity of primary resource material in the library. Periodicals date back only a few years because of space requirements and books were appropriately chosen for a Junior High School library that catered to a traditional curriculum. The librarian has been most helpful in procuring material useful in Humanities, however, and this situation is much improved over two years ago.

2) The magnitude of the thirteen-year-old mind was underestimated even by the optimist-artists of the teaching team. Even though the team has half an hour in the morning and forty minutes at the end of the day, evening sessions are sometimes necessary to keep up with works in progress.

3) The teaching team has other traditional teaching responsibilities in addition to Humanities. This means that the teachers involved have anywhere from one to three class preparations in addition to Humanities to make every day.

4) This is perhaps the most agreeable of the disadvantages. The high level of student-teacher involvement in the joint exploration-learning process, inherent in the program, tends to cut into the instructor's "work time" before and after school and during the day. Someone always wants help on a painting or model, or a critical opinion on a dance or a presentation, or some advice on costumes or makeup.

Students are on the lookout constantly for a movie or TV offering that might be relevant in class--and woe to the one who misses "Che!" or "Billy Jack" or "The Rosenberg Trial".

Conclusion

The Humanities Program has been an exciting experience for a large majority of those who have been involved in it, students and teachers alike. True, at first it is simply an interdisciplinary arts program with a fairly structured formula; look, listen, systemize, formulate, do: but at some point during the year trials, Chinese dances, historical musical sketches, paintings, poems, cartoons, tin-can men, ideal cities, utopias and general wit tumbles back upon the efforts of the teaching team. Once the flood begins, only the ability of the instructors to keep up with the thoughts behind it limits the possibilities of inquiry. Some of the work is absolutely inspired: some comes only after patient and long-suffering effort, but the joy of tackling a difficult concept or technique and mastering it through active pursuit is satisfying to all concerned. The curriculum is dependent on the personalities involved, but after two years there are now one hundred and twenty-eight people who will not easily forget that most knowledge reduced to the least common denominator can be found in man himself if he has the openmindedness and persistence to hunt for it.

School District # 99
Downers Grove, Illinois

COMPUTER COOPERATIVE: INSTRUCTIONAL USES

Prepared by: James L. Freese
Assistant Principal
for Instruction
Downers Grove Community
High School North

INTRODUCTION

Downers Grove Community High School, District 99, Downers Grove, Illinois, is a member of the computer cooperative called IER-TIES (Institute for Educational Research-Total Information Education Systems). Membership in this IER-TIES included 8 high schools, 10 junior high schools and 54 elementary schools from the Chicago area. This is the second year of operation for the cooperative. Its function is to provide each district with the data processing services necessary to accomplish specific district goals. By forming this cooperative, each district is able to meet its data processing goals at a somewhat reduced cost factor.

Prior to joining IER-TIES, in the 1972-73 school year, the Downers Grove system was spending limited funds for data processing to meet the overall district data processing objectives. We were doing most of our data processing work outside of the district at a service bureau. Since we were interested in expanding our program, as well as our district wide objectives, we requested the Institute for Educational Research, an educational research organization located in Downers Grove, to conduct a study of how we could better meet our data processing objectives. IER indicated that we were meeting certain objectives in data processing, but that there were additional objectives to consider. IER also concluded that school districts that owned or operated computers in the district were able to accomplish more of their objectives, but, at a much greater expense. IER included in their report that in order for districts to meet more data processing objectives at a reasonable cost, it would be necessary for the districts to combine their data processing efforts and enter into a cooperative data processing arrangement. After studying several data processing cooperatives in operation across the United States, IER recommended TIES of Minnesota. Later that year, District 99 joined the TIES cooperative.

INSTRUCTION

Prior to the IER-TIES cooperative, Downers Grove North was meeting instructional goals through the use of a teletype hook-up with Illinois Institute of Technology. These goals were somewhat limited, since we were only using the teletype in the Mathematics department.

Upon joining TIES, we were able to expand our instructional uses of computers to our Math and Business Departments. We used the Burroughs 3500 computer during the 1972-73 school year. Primary input this first year was from students and teachers who prepared programs of Basic, Cobal, and Fortran on special mark sense cards that were transmitted on the Marked Document Reader or programs that were sent over the teletypes to the TIES administrative center. These programs were returned to us on a 24 hour turn-around basis by courier. As the student learned more and more about programs and languages, he was able to expand his work. Our primary concerns during the 1972-73 school year, were to familiarize ourselves with the TIES program, upgrade our program, and get ready for the new Hewlett-Packard 2000 computer that we would use during the 1973-74 school year.

In the spring of 1973, we held inservice programs for our staff, as well as experimenting with the Hewlett-Packard computer located in Skokie, Illinois and Minneapolis, Minnesota. During the spring and summer, the real investigation into curriculum uses began. Students and teachers alike were able to experiment with programs from the TIES library. Also, they were able to have input on their own programs into the storage bank of the computer, thus having the ability to retrieve these programs at a later time.

During this school year, we have been able to expand the use of the computer in instruction in several ways. Our curriculum includes Computer I and Computer II courses, Data Processing I and Data Processing II courses. In addition to these specific courses, several of our staff members have included the use of the computer and their programs in their courses, i.e., Business, Mathematics and Science. We have a Computer Club, as well as ongoing programs for the instructional Staff. One of the primary goals of our gifted program for the 1973-74 school year, has been to set aside funds for research and materials and to develop student interest in computers and their uses in programs.

INSTRUCTIONAL USES

There are several instructional uses available to us through TIES: computer culture or appreciation, interaction with the computer, problem solving, simulation, elementary and advance programming (Fortran, Basic, etc.) and extra curricular activities such as computer clubs, individual student interest, games, etc. Here is a brief summary on each.

COMPUTER CULTURE

Our purpose here is to develop an appreciation and understanding of what computers do, their function and their potential.

INTERACTION

Our purpose is to provide the students with the opportunity to interact with the computer. Here the student learns the basic fundamentals concerning use of the teletype, how to work with program libraries and other basic procedures.

PROBLEM SOLVING

Here a student can gain experience from working with programming and its applications. A student needs to know a machine language which can be used to program the computer to perform certain problem solving tasks. Work here is limited only by the imagination and the expertise of the individual student (s) and teacher (s).

SIMULATION

Instead of going through a lab experiment, we would be able to duplicate experiments through the use of the computer that we would otherwise do in a lab experiment. We are able to adjust the data input in such a way that we can determine the basic results of our experiments. We are able to observe various changes in the input of the data and the results these changes have on the experiment.

PROGRAMMING

Through the use of the various machine languages, we can design special programs for our use. The languages that we use now are Basic and Fortran.

EXTRA CURRICULAR

This area is primarily devoted to specific student interest such as computer clubs and organizations, game playing and other interest areas.

GOALS FOR INSTRUCTION

1. Individualize the program and provide tutorial interaction
2. Develop student interest
3. Provide the students with the basic understanding of computers and programs
4. Enable students to develop a mastery of the basic skills
5. Enable students to progress in the advanced levels of computer work
6. To instruct students in the basic areas of computer languages, i.e. Basic, Fortran

PRESENT

With the Hewlett-Packard computer, the teletypes and printers, and the Marked Document Reader, we have "on line" communication with the computer. We can transmit over the MDR special marked cards, type on the teletype or use tape input and then have this information returned to us over the printer. This is an improvement over last year when our turn-around time

was 24 hours for programs. Through our "Inservice" staff programs and our developed curriculum programs, we plan to reach more and more teachers and students and interest them in computer opportunities. Our plans are as follows:

1. Encourage students at the class level, as well as at the individual level, to continue to be actively involved, or to develop an interest in working knowledge with computers and its related subject areas.

2. Utilize the TIES library available to us and further implement these programs in the various courses in the school.

3. Continue to teach the basic machine languages.

4. Continue to offer "Inservice" programs for staff members.

We will continue to work with staff and make available to them, programs, record keeping devices, such as attendance, grading information, test scoring, cumulative record keeping, and computer assisted instruction. The potential is here for our pursuit. The real challenge is ahead of us!

CREDIT COUNSELING PROGRAM

Prepared by
Hugo F. Zappa
Credit Counseling Committee
Charles F. Brush High School

INTRODUCTION

With the arrival of January 1, 1974, as the result of recent state legislation, 18-year-olds in Ohio have the right and ability to borrow money without restrictions by their elders. This development has placed on high schools, especially at the senior year, a definite responsibility to prepare as many students as practicable for the "world of credit". Anticipating this responsibility and concern a Credit Counseling Committee consisting of Miss Lora Ruth Hurst (guidance counselor), Mr. Thomas Gregory (business education teacher) and Mr. Hugo F. Zappa (social studies coordinator) was formed at Charles F. Brush High School in August, 1973. The committee, with the cooperation and assistance of Dr. Thomas J. Powers (Superintendent of Schools) and Dr. Bruce Holderbaum (Assistant Superintendent of Schools), prepared and submitted a proposal to the Martha Holden Jennings Foundation for funding to develop and implement a Credit Counseling program in Grade Twelve. In late September, 1973 the Jennings Foundation informed the Committee that it was the recipient of a $1,825 grant to carry forward its plans.

The program is to be inaugurated at the outset of the school year, 1974-1975. Throughout the school year the committee will continually evaluate, refine and, wherever necessary, modify the program. Out of necessity some of the program aspects described below are tentative, but the basic thrust of the program will remain the same.

GENERAL DESCRIPTION OF PROGRAM

Credit Counseling is available, on a voluntary basis, to all students eighteen years of age prior to September, 1975. The program is approximately three weeks in duration, five sessions per week, each session being forty minutes. It is to be offered at regular intervals during the entire school year, dependent on student response. Students will be scheduled during a convenient, free period. Available to the student, upon successful completion of the program, is an "on-going" credit counseling service provided by the program moderator.

Credit Counseling gives students a first-hand contact with the knowledge of the "world of credit" rather than following the path of a traditionally-structured consumer education course. To achieve its objectives (listed below) the program relies heavily on resource speakers--men from the credit community who bring their expertise and experience to the classroom. Speakers utilized are a banker, savings and loan association manager, retail credit manager, retail credit bureau representative, consumer credit counselor and lawyer.

During the three weeks Credit Counseling is in session the program's moderator, a teacher on the Charles F. Brush staff, has the responsibility of coordinating its various student-centered activities: student projects, simulated credit experiences as well as the dialogues and seminar discussions

involving the retail credit experts. All these activities are intended to make the program viable and effective, truly alive for the student.

RATIONALE: PROGRAM PHILOSOPHY

The raison d'etre of Credit Counseling is to develop for the student a greater knowledge of the uses of credit and its complexities. Credit Counseling is our school's response to recent legislation in Ohio which provides for the involvement of 18-year-olds in legal transactions. Due to this legislation information about personal finance, especially the uses of credit, moves from a theoretical to a practical matter for all young adults. Most 18-year-olds are unprepared and consequently vulnerable under this new law, and Charles F. Brush students are no exception. It is incumbent that our school offer a program of credit education and counseling to its students, especially those who are eighteen years or rapidly approaching that "magical age". The Credit Counseling Program with its diversified approaches provides an appropriate vehicle for effective credit education, thereby helping the student avoid the pitfalls inherent in credit utilization.

LEARNING OUTCOMES: AIMS AND OBJECTIVES

1) An awareness of the importance of consumer credit and its role in our society and economy.

2) A basic understanding of the factors involved in establishing a credit rating.

3) An understanding of the nature and use of different forms of consumer credit and those institutions which extend credit: commercial banks, savings and loan associations, credit unions, retail outlets, etc.

4) A knowledge of the costs of credit and correct procedures in developing a budget and evaluating its efficacy.

5) An appreciation of credit as a privilege and responsibility; a realization of the importance of meeting one's financial obligations and establishing a good credit rating.

LEARNING EXPERIENCES: PROGRAM CONTENT

Unit I: Introduction

A. Program Orientation
   1. Nature
   2. Expectations: goals
B. Money Management
C. Credit in Our Society
   1. Definition
   2. Philosophy: purpose and intent
   3. Role of credit in our economy: cause and effect approach
   4. Types of credit
      a. Retail
      b. Installment

Unit II: Credit Establishment

A. Factors in the Establishment of Credit
B. The Three "C's"
   1. Character
   2. Capacity
   3. Capital
C. Credit Application: General Procedures
   1. Usual questions
   2. "Roots" as a factor
D. Role of the Credit Bureau: Brief Survey
   1. Record maintenance
   2. Credit evaluation
E. Self-imposed Credit Limitations
F. Credit Instruments
   1. Notes
   2. Installment contracts
   3. Charge plates

Unit III: Forms and Costs of Credit

A. Comparative Study of Credit-extending Institutions
   1. Commercial banks
   2. Savings and loan associations
   3. Credit unions
   4. Retail stores: charge accounts
   5. Finance companies
B. Review
   1. Procedure for credit application
   2. Consumer credit counseling: services
   3. Budgeting

Unit IV: Credit and Personal Responsibility

A. Credit and the Law: case histories
   1. Dangers of non-compliance
      a. Wage garnishment
   2. Role of the co-maker
B. Rating of Loans: Importance of the First Loan
C. Program Review: Student Critique

PROGRAM IMPLEMENTATION

During the first months of 1974 the Credit Counseling Committee previewed, evaluated and purchased a wide assortment of filmstrips, transparencies, mini-units and other supplementary aids of value to the program. The committee also developed many of its own materials including hand-outs, videotapes, cassettetapes and transparencies. On several occasions the Committee met, individually or collectively, with members of the local credit community in order to give these persons the opportunity to react to the proposed program and to offer suggestions; all expressed a complete willingness to assist the committee in its efforts and serve as resource speakers.

Toward the end of school year 1973-1974 in preparation for the program's inauguration, the committee launched an intensive campaign to publicize and popularize the program by means of press releases, student assemblies and surveys, and PTA Bulletin articles. This campaign, one made quite

crucial due to the programs non-credit status, was directed at parents and the general public as well as students.

PROGRAM CRITIQUE AND EVALUATION

At the present time the program is in the inaugural session and upon its conclusion will be re-examined and evaluated. Members of the local credit community who have served as resource speakers will be asked to complete questionnaires to ascertain their reactions to the program and the resultant student response. Students will be surveyed as to their opinions of the program and its efficacy. Finally staff members involved with Credit Counseling will also submit evaluations or impressions of the program. The committee will study these various critiques, modifying Credit Counseling wherever necessary, thereby, maintaining a truly effective and valuable program, one which is responsive to our students' interests and needs.

THE DEVELOPMENT OF CRITERION-REFERENCED PLACEMENT TESTS

Prepared by:
Catherine A. Candor
Director of Research and Evaluation

INTRODUCTION

Kanawha County Schools, Charleston, West Virginia began the process of curriculum development in the summer of 1972. The product has been the identification of the basic instructional skills for reading K-9, mathematics K-12, science 7-12, business education, special education, Spanish I-IV and French I-IV. Learning packages containing behavioral objectives, sample test items, a pre-test, instructional experiences, work sheets and two or more post-tests have been constructed for each basic skill in these curriculum areas.

The learning packages have been used extensively throughout the Kanawha County school system for the past two years. As a next step the school system entered into the development of criterion-referenced tests in the spring of 1973.

In general a criterion-references test consists of: (1) an objective or skill including some statement of the criteria or performance standard, and (2) test items. At present most of the criterion-referenced tests that have been developed are an integral part of specific individualized curriculum programs such as IPI, Project Plan, and CPL. Textbook publishers, universities, and testing companies (among others) in the last year or two have begun to develop test item pools related to pre-defined instructional objectives. This flurry of activity is mainly concentrated in the area of mastery testing, i.e., tests which are designed to determine whether or not an individual has "mastered" a particular skill.

With this type of testing a student is given a pre-test before instruction begins. If the student can demonstrate mastery of that skill or objective by completing the test with a specified degree of proficiency, he by-passes that segment of the instructional sequence and goes on to take the pre-test for the next skill. If, on the other hand, the student does not demonstrate mastery of that skill, he is placed into a series of learning activities and after instruction is completed takes a post-test. If the student passes the post-test, he goes on to take the next pre-test; if he does not pass the post-test, he is recycled through that instructional segment. This is an important component of a continuous progress educational system since the inclusion of mastery tests in the instructional program allows a student to move through the skill sequence at his own rate of learning. Mastery tests are included in the Kanawha County learning packages and are identified as pre-tests, post-tests and summative tests.

THE NEED FOR PLACEMENT TESTS

School officials have estimated that the vast majority of the students who fail in school do so because of inappropriate placement in the instructional sequence. Continuous progress education provides a delivery system by which students can learn at their own rate. Mastery tests, built into a continuous progress curriculum, insure that once a student is placed into the instructional sequence, he will have sufficient comprehension of prerequisite material to move into learning new skills. Yet, without an effective measurement tool for accurately diagnosing and placing students into the instructional sequence, successful learning experiences for students cannot be guaranteed. It is as possible for students to fail continuously in individualized instruction programs if they are inappropriately placed as it is for them to fail in any other kind of instructional program. Regardless of the delivery system, accurate diagnosis and placement of students is mandatory to insure success in school.

THE DEVELOPMENT OF PLACEMENT TESTS

The need for accurate diagnosis, placement and prescription for students is the reason that Kanawha County Schools entered into the development of criterion-referenced placement tests. These placement tests are based on the skill sequence for the instructional program in Kanawha County. Each item on a test reflects a skill in this sequence. All of the items developed so far have been written by classroom teachers with the aid of a few principals and consultants. The purpose of criterion-referenced placement tests is to A) provide a diagnosis of skill deficiency and skill mastery, B) to provide a placement indicator for each student in the instructional program, and C) to provide class grouping data.

Unlike mastery tests generally only one item per skill is included on the placement tests. Placement is determined by a student's error response pattern based on the hierarchial nature of the skill sequence.

The theory of continuous progress education implies that mastery of a higher level skill requires mastery of those skills before it in the sequence. What this means is that since skill 2 builds on what was learned in skill 1, and skill 3 building on skills 1 and 2, sooner or later a student will reach his level of non-proficiency and start making continuous errors. When this happens, placement is determined.

TEST SCORING AND REPORTING

Test scoring and reporting for criterion-referenced placement tests is quite different from that for standardized tests. Since there are no norms, percentiles, stanines, grade equivalents or IQ's cannot be computed. Rather individual diagnostic maps are prepared for each student indicating performance on each skill tested and the placement position in the skill sequence. A sample individual diagnostic map is included as Figure 1. In addition, class grouping reports, showing the placement position of each student in the class are prepared for the teacher.

Placement is determined as follows:

1) If at least three questions in succession are missed, the first incorrect question identity becomes the skill level placement. The individual diagnostic map will indicate the question number, skill number and skill name of the placement position. The skill numbers and names correspond directly with the instructional skill sequence and the learning packages. Given any placement indicator the teacher need only turn to the learning package with that number to have immediate access to appropriate instructional experiences for the student.

2) If three incorrect responses do not occur in succession but the percent of correct responses is less than 75%, skill placement is considered "erratic performance." This means that on the basis of the data provided, no accurate assessment of where that student should begin in the instructional sequence can be made.

3) If three incorrect responses do not occur in succession and the percent of correct responses is between 75 and 90%, skill placement is considered "probable mastery."

4) If three incorrect responses do not occur in succession and the percent of correct responses is greater than 90% the skill placement is considered "mastery."

RELIABILITY AND VALIDITY

The placement tests for reading and mathematics were pilot tested in Kanawha County during the 1973-74 school year. At present the data from the pilot testing is being analyzed statistically. Five basic indices are employed. Each of these is described briefly below.

Content Validity

The items for the placement tests are validated primarily in terms of the adequacy with which they represent the criterion (content validity). Items selected must be representative of the skill being measured. An evaluation team of teachers is used to review each item and ask (1) does the test item call for behavior identical to the action term in the skill? and (2) are the conditions (givens) during testing the same as those specified in the skill? Those items that are not consistent are deleted or revised.

Item Analysis

Item analysis consists of counting the number of times each option for an item was selected as correct by the group of students who took the test. This procedure is used to review the quality of the distractors for multiple choice items. Attractive distractors reduce the probability of successful guessing.

Item Difficulty

Item difficulty is determined by the percentage of students passing an item. If, for an example, an item is multiple choice with five options,

the correct answer might be guessed by chance, one time in five or 20 percent of the time. To be sure that the item is measuring something other than guessing, the difficulty index should be above the chance level, i.e., 20% for this example. If the difficulty index is below that level, the item should be rewritten or discarded. In addition if the skills covered by a criterion-referenced placement test are sequenced properly, the difficulty should increase as one moves along the skill sequence.

Sample I

Item	1	2	3	4	5	6	7
Difficulty Index	100	95	95	90	80	70	60

Sample II

Item	1	2	3	4	5	6	7
Difficulty Index	60	100	95	70	95	90	80

Sample I describes the kind of item difficulty indices that would be expected from an ideal placement test. In Sample II questions 1 and 4 have difficulty indices that are inconsistent with the other items in the sequence. This data is a signal to carefully review those two items because it is likely that either the items are inappropriate, ambiguous or the skills are out of sequence.

Item Discrimination

An item discrimination index is determined for each item by comparing the number of students in the top 27% (based on total test score) passing the item with the lowest 27%. Item discrimination indices need not follow the same range regulations as for standardized tests. However, nondiscriminating or negatively discriminating items should be carefully reviewed.

Chi Square

A Chi square analysis is the last statistic used to assess the stability of items on a pre-post-testing basis. Each item is analyzed as follows:

		POST	
		Correct	Incorrect
PRE	Incorrect	01	00
	Correct	11	10

The percentage of students in each of the four cells is used to complete this table. Items with a high percentage in all 10 should be reviewed carefully and deleted or revised as indicated. The Chi square analysis of the completed matrices also picks out atypical items.

SUMMARY

It is felt that the development and validation of these placement tests will facilitate the following in the classrooms of Kanawha County:[1]

1. Individual diagnosis of strengths and weaknesses in terms of the basic instructional skills of a given curriculum area.

2. Individual prescriptions, through the placement indicator and its educational learning package reference, of learning experiences to overcome skill deficiencies.

3. The planning of small group instruction to overcome skill deficiencies shared by students in a classroom.

4. Efficient organization of instruction in the classroom to meet the most prevalent needs of the class as a whole.

5. On a pre-post basis assessment of the skill gain for a group of students after a period of instruction.

---

[1]Adapted from the "Teacher's Guide, Prescriptive Mathematics Inventory", CTB, McGraw Hill.

Figure 1

INDIVIDUAL DIAGNOSTIC MAP
TEST MA-B01

Weberwood Elementary Class AMM

Gregory

ARITHMETIC COMPUTATION

Q#01	Q#02	Q#03	Q#04	Q#05	Q#06	Q#07	Q#08	Q#09	Q#10	Q#11	Q#12
+	+	+	+	+	-	+	+	-	+	-	+

Q#13	Q#14	Q#15	Q#16	Q#17	Q#18	Q#19	Q#20	Q#21	Q#22	Q#23	Q#24
+	+	-	+		+		-				

Q#25	Q#26	Q#27	Q#28	Q#29	Q#30	Q#31	Q#32
			-	-		-	

Skill Placement MA-151-065 Question Number 19
Missing addends in addition

GEOMETRY

Q#33	Q#34	Q#35	Q#36	Q#37
+	+	+	-	+

Skill Placement Probably Mastery

MONEY

Q#38	Q#39	Q#40
+	+	

TIME

Q#41
+

RESPONSE KEY

+ = Mastery of Skill
- = Non Mastery of Skill
R = Review Recommended
Blank = Response Omitted

DEATH EDUCATION FOR 8TH GRADE

Ferndale, Washington
Prepared by:
Mr. Stephen Neff
Administrative Assistant

" I'm Not Afraid of Dying Anymore "

One Death Certificate says the person will die in a jet crash. Another will be shot by a bank guard.

This is the only flight into fancy in an otherwise very realistic unit being taught by Mrs. Carol Warren in her 8th Grade Language Arts class at Custer Middle School.

"Filling out Death Certificates is only one way we're showing the kids there is more to death than the funeral," she says.

The unit is a six-week exposure to the experience of death, and for want of a better title is called Death Education.

Mrs. Warren first became interested in the course while doing research on a different topic at summer school last year. While thumbing through a magazine she glimpsed an article concerning Death Education and a unit entitled "Perspectives on Death" written by David Berg and George Daugherty.[1.]

Included in the article was a description of a trip through a mortuary. Suddenly a whole chain of thought erupted and an idea was born. Why not try it with 8th graders?

"There are several reasons why I wanted to do it," Carol says. One was to dispel any fear of death. My first experience was a funeral I attended at the age of 28. My parents had kept me away from such things and I had no way of knowing what to expect.

"Another reason I wanted to do this was to give the kids some information. Death touches everyone and there is no need to be ignorant of what is involved.

---

[1]George G. Daugherty & David W. Berg, Perspectives on Death, Baltimore, Maryland, c. 1972.

Ferndale, Washington

"I also wanted to have the kids examine, not change, their attitudes toward death. And, I like to try new things."

Results? Carol says she has never had such an enthusiastic response toward any unit she has offered and has never had such a high quality of work turned in.

Mrs. Warren credits the youngsters response to two things. First, the subject is not usually talked about openly. Second, the method of grading is by contract.

"After I set up the curriculum, I decided what was needed for an A, B, or C and let the kids pick their own grade. They know what is required for which grade and the accompanying time limit. There is no outside pressure. They create their own pressure and work at their own rate," she says.

The curriculum for the class is an all encompassing one. It incorporates writing skills by having the participants summarize resource person's talks. It includes language skills by participation in discussion groups and it fosters reading from the extensive library Mrs. Warren has compiled.

Carol explains the unit as a combination of her own ideas plus guidance from the "Perspectives on Death."

In the beginning, the idea almost didn't come to fruition because there seemed to be a lack of material available. But she began writing away for material and accompanying some of the replies were Bibliographies. These Bibliographies were the seed she needed to gather further information and soon Carol had a very complete library dealing with Death. Some of the material was in the form of periodicals while novels composed the rest.

"The novels are books like The Yearling and Where the Red Fern Grows where there is a death experience and the remaining characters must deal with the separation," Carol explains.

Ferndale, Washington

Once the library was established, the next step was to prepare a lesson plan for the approval of the Principal, Roland Peterson.

PROPOSED LESSON PLAN

UNIT: Death Education Unit
CLASS: Language Arts
TEACHER: Carol Warren
LENGTH OF UNIT: 6 Weeks

Why Teach about Death?

A unit on the subject of death is especially suited for the classroom. Few topics are so fascinating yet subject to so much misinformation and so many misunderstandings as death. It is an integral part of the teacher's role as professional educator to welcome opportunities to dispel needless fears and misconceptions that arise from lack of knowledge and understanding. This is the ultimate goal of this unit.

Objectives

1. To develop a realistic and objective point of view toward death as a universal phenomenon.

2. To develop an awareness of an appreciation of death as treated in literature.

3. To provide information leading to an understanding of:
   a) death as a biological reality
   b) death as a social & cultural phenomenon
   c) death as a spiritual & religious occurrence
   d) death as an economic reality
   e) grief and bereavement

4. To serve as a vehicle for developing various cognitive skills, including reading skills, writing experiences, and vocabulary enrichment.

5. To administer a final objective test.

The above is taken from the unit Perspectives on Death written and taught by David Berg and George Daugherty. Additional materials will supplement the unit.

Students will be graded on a contract basis by which the student will agree in writing to do the work expected for a certain grade.

Ferndale, Washington

For this death education unit, the students will be exposed to the following:

1. Attitude Survey

2. Novels with incidents concerning Death

   a) Where the Red Fern Grows
   b) The Yearling
   c) The Pigman
   d) The Red Pony
   e) Charlotte's Web
   f) Death Be Not Proud

3. List of 50 vocabulary terms

4. Magazine articles

5. Obituaries in newspapers

6. Death certificate

7. Discussions in class

8. Field trips

   a) Moles Funeral Home
   b) Greenacres Cemetary and Mausoleum

9. Resource Speakers

   a) Funeral Director - Jon Donnellan
   b) Minister - Reverend Wayne Keller
   c) Pathologist - Dr. Bob Gibb

10. Written Assigmments

    a) Reports on Field Trips
    b) Opinion Papers
    c) Narrative and Argumentative Papers
    d) Book Reports

When the unit is finished, I will administer the same attitude test I gave at the beginning to see if the student's attitude toward death has changed. Also, I plan to put an article in the local paper explaining why I taught the unit, what the students were involved in and how successful the unit was.

Students will be responsible for knowing the definitions of the following terms, some of which will appear on the final test:

1. euthanasia
2. suicide
3. procession
4. mortuary
5. funeral
6. mausoleum
7. bereavement
8. grief
9. obituary
10. cemetary
11. burial
12. cremation
13. crematorium
14. coroner
15. autopsy
16. embalming
17. casket
18. sarcophagus
19. coffin
20. lying in state
21. rigor mortis
22. interment
23. remains
24. cadaver
25. eulogy
26. morgue
27. deceased
28. epitaph
29. hearse
30. inurnment
31. mortician
32. pallbearers
33. tomb
34. vault
35. wake
36. committal
37. reincarnation
38. crypt
39. columbarium
40. -cide
41. homocide
42. patricide
43. fratricide
44. sororicide
45. matricide
46. genocide
47. infanticide
48. pall
49. bier
50. dirge

REACTIONS

Peterson says, "I was apprehensive when she approached me with the idea. I told her she was going to have to convince me.

"The plan she brought back was so complete, so well thought out that, I just couldn't turn her down.

"Any time a teacher has that much enthusiasm for a project, it's got to be good. She had even planned far enough ahead that the books were already on hand."

Peterson goes on to say he now thinks the course is valuable. His reasons are much the same as Carol's. The youngsters are at an impressionable age and it is important to get the correct information to them as soon as possible.

Another reason Peterson approved the unit is the selection of resource people.

"She did a good job; her resource people were well chosen," Peterson says.

One of those chosen was Jon Donnellen, manager of Moles Funeral Home,

Ferndale. Jon cooperated with Mrs. Warren from the start of her project.

His funeral home had purchased the package on Death Education and loaned it to her.

He followed this up with a visit to the class where he answered questions and the following week gave the class a guided tour through the funeral home, explaining such items as caskets, funeral procedures, costs and the embalming process. All of this is designed to acquaint the youngsters with the experience of Death, not convince them of how to dispose of their bodies after death.

Jon cites the benefits of such a class experience, tending to agree with both Mrs. Warren and Mr. Peterson.

"Being knowledgeable about death," he says, "is part of being a mature adult, being able to face the more unwelcome aspects of life, in this case the separation of a loved one through death.

"If they know about death, it doesn't suprise them when it happens."

Donnellen goes on to say, "We tend to be a death denying society, living for the moment. We don't like to think about death, therefore, it's almost taboo to discuss it."

In talking with the class, Jon mentioned many things relating to death and funerals that many people tend to take for granted or forget altogether.

For example, he mentioned some of the differences in rites used by various churches. In discussing the embalming procedure, he pointed out the need to get to the body as soon as possible for ease of preparation. He pointed out the ramifications of a death to family and friends and the finality of separation as opposed to someone moving away, e.g., the sadness associated with separation which in itself is not necessarily a sad occasion.

As one of Jon's goals in helping with this unit he hopes to have "tempered or eliminated fears people have about death."

What has all this done for the youngsters?

"It has made them aware that death and dying is a very private thing," Mrs. Warren says. "Through their class discussion they arrived at the conclusion suicide is not an appropriate way to die; the feelings of others must be taken into consideration. Some have decided how they would like their remains taken care of after death, cremation or burial."

"These are just some of the things they have learned. The suicide decision was the most interesting because there was no religious pressure from any of the resource people," Carol says.

Since this is a relatively new field of education Mrs. Warren is looking forward to evaluating the entire unit. She and the resource people will be getting together to plan ways to change or improve the unit.

Asked for a one sentence summary of the course, Carol responds, "We have tried to remove the fear of death by striking at the ignorance surrounding it; and we've had no negative parent responses. Everyone has been enthusiastic."

Hanover Park Regional High School District
Whippany, New Jersey 2- 1

THE DEMERIT SYSTEM: AN ALTERNATIVE TO CENTRAL DETENTION SYSTEM

Prepared by:
Mr. Louis G. Alexander
Assistant Principal
Whippany Park High School

INTRODUCTION

Over the years, perhaps the most widely used discipline system in the American public secondary school has been a detention system in one form or other. From its inception in 1968 up until the 1973-74 school year, Whippany Park High School employed such a system. In examining and evaluating our central detention system that was used as a disciplinary procedure for students found to be in violation of school rules and regulations or who became involved in anti-social or disruptive actions, it became readily apparent that a change or modification in the system was necessary for a number of reasons. First, the existing central detention system was not effective in bringing about acceptable student conduct, particularly on the part of habitual offenders within the student body. Second, the system, although applauded by most parents, put the responsibility of corrective student attitudes and behavior almost exclusively on the school and its staff rather than on the parents or the school and parents jointly. It seemed that more parental involvement should be utilized. Last, but not least, the man hours of administrator and teacher time expended in the conduct of a central detention hall was considered to be wasteful in light of the inherent ineffectiveness of the existing system.

In considering a viable alternative to the central detention system, three factors were considered to be of paramount importance.

1) The system intrinsically should contain elements of a preventive approach to student control as well as a purely punitive consideration.

2) The system should generate greater parental involvement and responsibility for the actions of their children.

3) The system should employ the most efficient and effective use of staff time in addressing itself to the problem of student control.

With these considerations in mind, it was proposed that a demerit system be initiated at the high school on an experimental basis for the 1973-74 academic year. The original plan was presented to both the faculty and representatives of the student government and opinions and suggestions were solicited from these groups by way of input. It was understood that suggestions for change or modification could be made directly to the Student Government Association or to the administration at any time.

STRUCTURE OF DEMERIT SYSTEM

The formal structure of the demerit system is as follows:

1. There will be no Central Detention. Teachers may assign individual detention as desired.

2. Only the assistant principal in charge of discipline will assign demerits for violations of school policy and procedures.

3. Students will be notified whenever demerits are assigned, including their total demerits to date. Demerits will be cumulative throughout the balance of the current school year.

4. When five (5) demerits are accumulated, parents will be notified by letter; ten (10) demerits will result in a one-day suspension and parent conference before re-admittance of the student to school; twenty (20) demerits in a two-day suspension and parent conference; thirty (30) demerits in a three-day suspension and parent conference. Over thirty demerits, action as determined in a Principal-Parent conference.

5. Students found in possession of, using, or under the influence of alcoholic beverages and/or narcotics will be referred to the principal for indefinite suspension and a parent conference.

6. Unlisted offenses will be assigned demerits after Student-Assistant Principal conference .

7.

OFFENSE	DEMERITS
Failure to bring absentee note	1
Failure to bring note prior to excused absences	1
Unexcused tardiness to school	2
Continued tardiness to class after warning	2
Misconduct in halls, cafeteria, library, or study hall	2
Failure to report to attendance office when tardy	2
Disruption in class or assembly	3
Failure to report for teacher detention	3

OFFENSE	DEMERITS
Leaving a class or assigned area without permission	3
Use of profane or obscene language (circumstances considered)	3-5
Parking on school grounds without permission	5
Leaving school grounds without permission	5
School bus disruption	5
Unauthorized absence from class or study hall	5
Truancy	7
Fighting or provoking a fight	10
Assaulting or threatening to assault another person	10
Smoking in school or on school grounds	10
Theft of personal property	10
Willful destruction of school property	10
Taking or attempting to take property by force or fear	10
Willful disobedience or open defiance of a teacher's authority.	10

The assignment of demerits by an administrator was instituted for a two-fold purpose. First, it was necessary to create a centralized handling of all discipline referrals be they teacher discipline referrals or infractions of administrative rules and regulations. Second, it was considered necessary, in the interest of consistency and objectivity, to have the Assistant Principal in charge of discipline handle the assignment of demerits in whatever category they might fall.

In considering the present system, it should be noted that several aspects of a procedural nature have been retained from the central detention structure, namely the use of immediate suspension for certain types of serious infractions and the requiring of a parent conference prior to re-admittance to school after a suspension. There are two important differences. The most significant difference is the continuous contact between the parent and the school which serves as a preventive tool for potential problems while at the same time, soliciting greater parental involvement and responsibility for the actions of their children. The second important difference is to be found in the consolidation of the record-keeping aspect of the system. A three-part carbonized form is used for all discipline referrals which is completed by either a teacher or an administrator, depending on the nature of the infraction. The first part of the form is returned to the teacher making the reference, if applicable, with the number of demerits assigned so that the teacher would be advised of the disposition of the referral. The second part of the form is sent to the student's guidance counselor so that he or she is advised of the problem. The last part of the referral form is retained in the student's folder in the Assistant Principal's office for future reference.

EVALUATION AND CONCLUSIONS

During the current school year that the demerit system has been in effect, enough time has elapsed to permit some valid observations and evaluations in respect to the success or failure of the system. The demerit system was placed in effect in an attempt to develop an "enlightened and effective way of dealing with student disciplinary problems. While the system should not be considered a panacea for the complex problem of school discipline, its existence has yielded some interested results. The following statistical breakdown of the year's demerits assigned to date is most significant:

Number of students with 5 demerits	176
Number of students with 10 demerits	63
Number of students with 20 demerits	27
Number of students with 30 demerits	8

It should be pointed out that these figures are somewhat misleading inasmuch as the greatest number of demerits assigned are in the area of attendance, particularly in respect to tardiness to school. If we were to isolate these infractions, we can draw two important conclusions from the data.

First, when one examines the dramatic drop in number of demerits accumulated by students between five demerits and ten demerits it becomes readily apparent that the letters that are sent to parents when five demerits are accumulated advising them of that fact are effective. Under the central detention system, students could commit a number of infractions, serve detentions for them, but the parents were not aware of what was happening in school in respect to their students' behavior.

Second, and of equal importance, is the decrease in number of demerits accumulated by students between ten demerits and twenty demerits. The procedure of suspending students for one day who have accumulated ten or more demerits followed by a parent conference before the student is readmitted to school obviously has been effective. The cooperation given by most parents when they have been involved in discipline cases has been outstanding.

As stated even before the plan was placed in operation, my primary concern was the establishment of a system that would place the primary responsibility for student behavior on the student himself and his parents. Primarily, I was most concerned about "habitual offenders" of school policy rather than "coincidental offenders." The main bulk of the student body responded well as evidenced by actions to date. This student acceptance together with a favorable faculty reaction augers well for the future.

APPENDIX A

Mr. and Mrs. _____
_____
_____

This is to inform you that under our Demerit System _____ has received a total of _____ demerits, and is therefore in danger of suspension.

To date, demerits have been assigned for the following reasons:

We have, of course, given warning that further offenses will result in a suspension. Your reinforcement of this counsel in order to help prevent this unfortunate action will be appreciated.

A copy of our present Demerit System is enclosed. Please call me if you have any questions concerning it.

Sincerely,

Louis G. Alexander
Assistant Principal

APPENDIX B

DISCIPLINE REFERRAL CARD

WHIPPANY PARK HIGH SCHOOL

Student's Name _____ Grade _____

Referred By _____ Period_____ Room ____

Date _____ Time _____

Reason for Referral (Be Specific)

Action Taken

Signed _____

Cedar Falls, Iowa

MINI-SESSIONS KEEP CHILDREN BUG-EYED
AT ORCHARD HILL SCHOOL

Prepared by:
Lyla P. Tidrick
Primary Teacher
Orchard Hill School

Mini-Sessions, a tool to challenge primary children, became a reality at Orchard Hill School in the Fall of 1973. The structure for the mini-sessions originated in a bring-storming session as seven primary teachers attempted to create a way of using community resource people to enrich the educational opportunities for the 150 primary students within the school.

It was decided to hold the Primary Mini-Sessions at least one afternoon each month. They were to consist of ten small group sessions of from ten to fifteen students per session. The sessions would be approximately thirty minutes in length and would be repeated once. The students would study the topics available and make two choices. Several days before the sessions, each child would sign for the two sessions of his choice. If a session happened to be full, he would be prepared to make a third or alternate choice. This was the first real learning experience for the children of this age as the choices were difficult for youngsters who wanted to attend more than two of the sessions.

The mini-session "work centers" were recognized easily by younger students through the use of "picture-topic banners" and the "color-shaped" labels such as a red-dot center, a pink-square center, or a yellow-triangle center. All the dot centers were in one wing and triangle centers in another wing which helped youngsters, speakers, and visitors locate the centers easily.

The first slate of mini-sessions was conducted by retired adult volunteers from the Retired Senior Volunteer Program of N.E. Iowa. The

topics ranged from a woman showing primary students how to make toy furniture for dolls, to a native of India discussing her country's customs, to a local physician answering the medical question, "What's in the doctor's bag?"

Another activity-oriented slate of sessions was "Science - Highlights." Students from the University of Northern Iowa were used as resource teachers. Another similar slate of sessions were Language-Arts-Oriented. These included puppets, play acting, story telling, and study of authors. Another month a slate of sessions consisted of a United States Travel-Log taught by the Orchard Hill teachers with the help of resource people.

Mini-sessions have become a popular way of enriching the primary student's educational diet. The sessions offered an opportunity for all students to choose a topic of interest to them. These sessions became the topic of conversation at home as well as at school. Soon parents were asking to visit the sessions and also were volunteering to help with them.

CAREER MOTIVATION PROGRAM

FOR MIDDLE AND HIGH SCHOOL STUDENTS

Prepared by:
Clifford B. Garrison, Ed. D.
Project Director

Paul J. Munson, Ed. D.
Director of Research and
Development

BACKGROUND

Many reasons have been proposed to explain why difficulties exist in vocational development counseling programs. Counselors, although certified, have their major background emphasis in subject-matter disciplines, therefore many feel unprepared to deal with career counseling. Change is slow primarily because funds are used to maintain the system - not change it. What is needed is a systematic, humanistic career development counseling program that will enable both student and counselor to explore the long neglected phase of career planning - the integration of personal strengths, interests, values, and previous experiences with career information.

A recent survey of fifty-two students in their junior and senior years at East Aurora High School was taken to determine how many students decided on a career and how they secured information relating to that decision. Results from the study indicated that fifty-seven percent had pretty much decided what they expect to do with their careers. Although students think a lot about their future, counselors (33%) and teachers (11%) shared a limited role in that process. Students, when needing to talk with others regarding careers, talk most often with

their parents and friends. While most know how to obtain career information, almost none bother to read any of the literature, thus revealing that the information is not seen as pertinent to their personal life style.

The real need is not simply more dissemination of information or simply more understanding of self; rather, the need is to enable the student to relate available information to an available understanding of the individual's self. With these concerns in mind, the East Aurora High School counselors have sought to integrate both self understanding and the dissemination of career information.

CAREER MOTIVATION PROCESS (CMP)

In response to the problem noted above the initial development of the CMP program was completed during the summer of 1972. Further research and development is occurring in 1973-1974 by means of a Title III grant from the State Department of Education, Bureau of Guidance.

Program Definition:

The Career Motivation Program (CMP) approach to career education is based on the theory that career selection is a process of self-identification and the estension of the identity to the career environment. CMP explores the individual's strengths, values, needs, interests, abilities and personal life style. The overall goal for a CMP experience is to enable each participant to relate his self-identity to some tentative career selections.

Program Objectives:

The CMP incorporates two dimensions (1) self-identification and clarification, and (2) self-extension through integration. Upon completion of a CMP experience, the student is able to (A) identify and clarify his personal strengths, interests, abilities and career values. (B) The student is able to identify possible personal career areas, and explore each career area in terms of working conditions, entry requirements, future trends, description of work. (C) Given a rating scale, the student can relate the degree of congruence between the self-defined and the self-extended career area.

Program Characteristics:

The program is being developed according to an accountability model. Each final unit of study will contain the following: rationale, measurable objectives, learning activities, assessment procedures, and revision procedures.

The program is flexible in several dimensions.

METHOD: Although the program is designed for small group interaction, it can be adapted to individual counseling interviews.

CONTENT: The program is developed so it can be integrated with the curriculum or conducted independently of the curriculum.

STRUCTURES: The program is designed to fit the structure of an open school environment which is in the process of working toward such instructional changes as: mastery learning, continuous progress, modular scheduling, and team teaching. Additionally, the program is being further developed and will

not be limited to local concerns only. The program now reaches students from freshmen in high school to students in junior college. Present research and development is scheduled to extend the program to the middle school years.

The program is functional since it uses humanistic and behavioral models that fit existing guidance structures. When current research and development is complete, C.M.P. leaders could include counselors, teachers and selected students. The initial leadership in-service process would take half a day.

Current Developments:

The refinements underway will make possible a wide-scale implementation of C.M.P. Vocabulary and activities are being adapted to student populations such as middle school and the culturally different. The initial C.M.P. format assumed a continuous group process accomplished during a four hour time period. The new format may be arranged in ten time periods and includes appropriate student re-entry activities. This will increase program flexibility required by school schedule restrictions.

Completion Date:

The present Title III project has a completion date of June 30, 1974. At that time the State Department of Education, Bureau of Guidance, will have 500 copies of the new CMP program available for distribution.

PROJECT BIG

Park Ridge, Illinois

Prepared by:
Mr. Merlin W. Schultz
Coordinator, Pupil Personnel Services

A New Approach to Help Students
with Career Decisions

Psychologists indicate that a man's work - his vocation - is the most important aspect of his life and that nearly all other experiences revolve around it. If this is so, then preparing young people for useful, gainful, and satisfying occupations and careers must be one of the major objectives of education for all youth. The extent to which students are able to make appropriate career choices and are properly and adequately educated for these careers will determine the extent to which they will be able to fulfill their proper function in society.

The Maine Township High Schools have taken a vigorous, new approach to helping students in considering and making their career decisions. An annual, district-wide Career Night, entitled Project Big, with local professional, business, scientific, trade and technical people participating, has proved to be a highly successful means of giving students and their parents first-hand information about a wide variety of occupations, directly from representatives in those occupations.

This spring, District 207 held its fourth annual Project Big event, with men and women from about 200 occupations present to explain and give advice on career choices to an estimated 3,500 students and parents.

The name Project Big is meant to indicate business-industry-growth. As originally conceived four years ago by the school district's cooperative education coordinators, the program was to involve only those businesses and industries in the community employing high school students who were enrolled in the

district's work-study program. Its goal was to make all current and prospective work-study students aware of the wide variety of occupations open to them. As original plans evolved, however, they were expanded to include additional careers; to include those structured toward the collegebound student and the community collegebound, as well as the jobbound young person.

Further it was decided that the district's Vocational Education Advisory Committee, made up of faculty members, school administrators, and men and women from local business and industry, should play an important role in the event, taking on the responsibility for the organization, publicity and financing of the program. It was felt that the Guidance Departments of the four Maine high schools, especially the career counselors, should also be involved. Their assignment would be contacting the career representatives and making all arrangements for the physical facilities.

As the need for vocational and career information for all students became more and more apparent, it was determined that not only the work-study students, but the entire student body of the Maine high schools should be invited to attend. Later, all private and parochial students of high school age, and all junior high school students in the township, as well as all parents, were invited.

From the outset, Project Big has been a success, with high attendance figures each year indicating the very real interest both students and parents have in obtaining pertinent vocational information. The first Project Big, held in 1970 at Maine West High School in Des Plaines, Illinois, drew about 1,500 students and parents - and this in spite of decidedly inclement weather. The following year, when the event was held at Maine East High School in Park Ridge, 2,500 people attended; in 1972, with Maine South playing host, 3,000 visitors

were present. This year, Project Big was once again held at Maine West and drew a crowd of 3,500.

It has been found that a convention-style setup is the best format for Project Big. All careers represented are located in a large gymnasium, with tables set up as booths, and each career identified by a large sign suspended overhead with occupational title and number. Aisles are wide enough to allow students and parents to cluster around those occupations in which they have an interest without hampering the flow of traffic. Upon entering the gym, each visitor is presented with a program which includes a layout of the gym area, occupational titles in alphabetical order, table location numbers and the names of the career representatives. Parents and students are then able to shop around, browse, or go directly to a specific occupation.

By visiting the career stations, the students and their parents get a picture of the diversity of employment in northwest suburban Chicago and gain an insight into the relevancy of a formal education to the world of work. By talking to the representatives, asking questions relating to their occupations, students learn what can be expected in the way of salary and fringe benefits, and have a chance to evaluate and compare immediate rewards with long-term rewards in several occupations. They become increasingly aware of the value of employability skills, and learn what attitudes, training and education are important to job success in a particular occupation. Usually, the career representatives bring with them displays and audio visuals, and make available brochures and printed material about their companies and their occupations - all of which is helpful.

Project Big was not designed however, to provide complete, in-depth information about selected careers, but rather to expose the students and parents to

many careers in the hope that at a later date they will seek more detailed information. In essence, it is a mini-information program providing a wide choice of vocational and professional expertise by local people who actually work in the careers represented.

Each year an extensive publicity campaign is undertaken to make the community aware of Project Big. Each of the Maine schools has its own publicity chairman. Posters are placed in business offices, store windows, libraries, and in schools. News releases and photographs are sent to newspapers and house organs. Radio and television stations are contacted and arrangements made to publicize the events on their community announcement programs. Clubs and organizations are contacted.

The superintendent of schools sends a letter of invitation to each high school parent and also notifies parochial, private and junior high schools and PTA officers of the time and place of the program. Letters are sent out by the Vocational Education Advisory Committee to service organizations, such as the Kiwanis and Rotary, and to those companies participating in the school district's cooperative education program by employing work-study students, requesting monetary assistance to underwrite the cost.

Students themselves assist in the actual program by serving as guides, registering the representatives, producing posters and other art work and serving refreshments.

Within a few short years, Project Big has become one of the outstanding career-oriented programs in the country. Its success can be attributed to the fact that it is in every sense a community venture involving all aspects of the community - students, parents, faculty, local business, industry, and professional people.

A NEW LOOK FOR SOCIAL STUDIES IN CHATHAM HIGH SCHOOL

Prepared by:

Paul G. Metzger, Curriculum Coordinator
Chatham High School

Faced with the rapidly changing nature of social studies instruction and a student body that enjoyed the benefits of an elective program in English, the social studies department of Chatham High School initiated an analysis of its present curriculum and program structure. Their analysis was guided by three basic objectives: 1) to determine if change was called for, 2) to determine the direction of possible change, and 3) to fulfill the State of New Jersey's mandate of two years of American history.

The analysis began during the 1972-73 school year. During that time the department offered a very traditional program that included the following courses: United States History I, United States History II, Modern World History, Man and Society, and an independent study program in psychology. After a period of two months the department members concluded that a change in the current program was called for.

The first step taken was to designate eight guiding principles to steer the program design process. These principles were as follows:

1. to provide for each student an individual program which will realistically serve his interests, his needs, and his educational goals
2. to expand the potential course offerings of the department
3. to insure that each student has an exposure to the history and culture of America and the opportunity to do intensive study in selected areas

4. to increase teacher effectiveness by better matching of the teacher's talents, special knowledge and interests to specific teaching responsibilities

5. to help the student become more self-directed and to assume more responsibility for his own learning

6. to allow for more rapid modification of the course offerings to keep up with the changes in educational thought and in society

7. to allow for more extensive utilization of the social studies resource center

8. to offer learning experiences that could not be offered under the old program.

In addition, the department made a decision that the new program would capitalize upon student interests and contain multiple opportunities for the election of courses and teachers.

The new program offers two full-year courses, Modern World History and Advanced Psychology an independent study course, four half-year courses, Sociology, Psychology, Survey of United States History, and Survey of United States Government and Economics, and 16 quarter-year courses. Within these offerings the major program change was in the required American History sequence.

Under the new program each student must take the half-year survey courses in American History, and American Government and Economics. Upon completion of these two courses, each student must elect four quarter-year courses from the following offerings:

1. Great Supreme Court Decisions
2. Impact of Charismatic Leaders
3. The History of American Thought
4. United States Foreign Policy, the Cold War (1946 to present)

5. United States Foreign Policy in the Twentieth Century (1900-1946)
6. Dissent and Protest in American History
7. The Presidential Power
8. Advanced Economics
9. Conflict
10. Race and Ethnic Relations
11. The Urban Situation
12. Propaganda and the Consumer
13. Manifest Destiny
14. The Era of Andrew Jackson
15. The U.S. as a World Power (1898-1950)
16. Contemporary History

Within this framework, students will first be exposed in a survey fashion to the major events and concepts of American History and then have the opportunity to study in greater detail those areas that they found to be of particular interest.

Typical of the quarter courses being offered is the Urban Situation. This course opens with the development of the concept of the city, traces the city's history, views various organizational patterns and institutions and finally considers the planning of the cities of the future. Similarly, The History of American Thought, begins with concepts, traces the development of ideas such as Federalism, Republicanism, Nationalism, Transcendentalism, Populism, Social Darwinism, Socialism and Progressivism and shows their impact upon the present social conditions and finally attempts to project the role the many "isms" will play in the future.

An emphasis upon the student's role in the future and upon his day to day interaction with society permeates many of the course offerings. For example, Propaganda and the Consumer is designed to help the student become an intelligent consumer in the United States. Rather than dealing with the processes of comparative shopping and home budgeting techniques, the course will examine those factors which

influence individuals to buy. Central to the course will be the view that public relations and advertising are forms of propaganda and must be understood as such. Thus the course will deal with topics such as propaganda, advertising as propaganda, lobbying, mass media, and the economics of the family.

The entire program, whether it be the American history sequence or psychology, is designed to rekindle a student's interest in history and the social sciences. By replacing the stigma of placement with the privilege of election, the department hopes not only to capture the interest of the students in the courses they must take, but also to influence them to elect courses above and beyond the basic requirements.

While no program can insure success from its outset, the development process of the social studies program contained several significant factors that will minimize difficulties at the teacher level. Foremost among these was the fact that the program was initiated, planned and will be implemented by the teachers who will teach the courses. In addition, the teachers will be allowed to select those courses that they wish to teach as long as scheduling is possible.

The final evaluation of the program's success will, however, rest upon student reaction. The question that remains to be answered is - Will the students find the restructured program as exciting as the teachers who planned it?